HOLINESS

TO THE LORD.

CATALOGUE

Brigham Young Academy

and Latter-day Saints'

Normal Training School.

Twenty-sixth Academic Year,

1901-1902.

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PROVO CITY, UTAH.

CONTENTS.

HISTORY AND ORGANIZATION 1
General Aims 8
Organization 8
Direction to Students 9
Status of Students 9
Domestic Organization 10
Rules and Regulations 11
FEES AND EXPENSES 13
Tuition 13
Board and Rooms 14
ADMISSION 14
High School 14
College 15
GRADUATION 15
Courses in Collegiate Department 16
Degree of Bachelor of Pedagogy 16
Degree of Bachelor of Science 16
COURSES OFFERED 17
Normal Course 17
High School 18
THEOLOGY 19
ENGLISH 22
Grammar 22
Rhetoric 23
Reading 23
Classics 24
Prosody 24
Oratory 24
Literature 25
FOREIGN LANGUAGES 25
German 25,26,27
Spanish 26
Latin 26,27
MATHEMATICS 27
Arithmetic 27
Algebra 28
Geometry 28,29,31

Trigonometry..... 28
Calculus..... 29
ENGINEERING..... 30
Woodwork..... 30
Mechanical Drawing..... 31
Architectural Drawing..... 31
Statics..... 31
Dynamics..... 32
Surveying..... 32
Metallurgy..... 33
NATURAL SCIENCE..... 33
Physical Geography..... 33
Botany.....33,34
Zoology..... 33
Geology.....33,34,35
Lithology..... 34
Astronomy..... 34
Physiology..... 34
Crystallography..... 35
Mineralogy..... 35
PHYSICAL SCIENCE..... 35
Physics..... 36
Chemistry..... 36
PEDAGOGICS..... 37
Theory of Teaching..... 37
School Management..... 37
Methods..... 37
Parenthood..... 37
Psychology.....38,40
Penmanship..... 38
Drawing.....38,39
History Pedagogy..... 39
School Supervision..... 40
Logic..... 40
Philosophy of Education..... 40
HISTORY..... 41
American..... 41
United States..... 41
General..... 41
Constitutional..... 41
Civil Government..... 41
Grecian..... 42

Roman 42
Mediaeval 42
English. 42
MUSIC 42
Vocal 43,44
Instrumental 43,44
HOUSEHOLD ECONOMICS 44
Sewing 44
Dressmaking 44,45
Needlework 45
Cookery 45,46
COMMERCIAL COLLEGE 48
Faculty 48
Fees and Expenses 49
Admission 49
Graduation 50
Courses of Study 51,53
Theology 54
Book-keeping 54,55
Commercial Arithmetic 55,56
Algebra 56
Geometry 56
Commercial Law 56
History 56
Civil Government 57
Law 57
Commercial Geography 57
Penmanship 57
Economics 57,58
Correspondence 58
Spelling 58
English 58,59
Physical Geography 60
Shorthand 60,61
Typewriting 61
Telegraphy 61
Equipment 61
Surroundings 62
Government 62
SUB-FRESHMAN DEPARTMENT 62
KINDERGARTEN 63
Aims 62

Methods 63
Expenses 64
Courses Offered 64
Explanation of Courses 65,66
Parents' Class 66
MISSIONARY COURSE 67
NORMAL TRAINING SCHOOL 67
SCHOOL EQUIPMENT 68
Libraries 68,69
Laboratories 70,71
Museum 71
Gymnasium 72
SCHOOL SOCIETIES 72
Polysophical 72
Pedagogium 72
Literary Society 73
LECTURE COURSE 73,74
RECITALS 75
ENROLLMENT OF STUDENTS ..... 76 to 90

Brigham Young Academy and Latter-day Saints' Normal Training School.

TWENTY-SIXTH ACADEMIC YEAR.
1901--1902

CALENDAR.

1901.

August 26-27, Monday and Tuesday, Entrance Examination.

August 28, Wednesday, Instruction begins in all departments.

October 4, evening, Conference vacation begins.

October 8, evening, Conference vacation ends.

October 16, Founder's Day.

November 28 and 29, Thanksgiving Recess.

December 20, Holiday vacation begins. First Semester closes.

1902.

January 6, Monday, Second Semester begins.

February 17, Fund Day.

February 22, Washington's Birthday. (Saturday.)

March 31, Monday morning, Conference vacation begins.

April 4, Friday evening, Conference vacation ends.

May 27, Commencement Week begins.

May 29, Commencement Exercises.

June 2, Summer School begins.

AUTHORITIES OF THE ACADEMY.

BOARD OF TRUSTEES.

LORENZO SNOW, President.
JOSEPH F. SMITH, Vice-Pres.
W. H. DUSENBERRY, Sec. & Treas.
DAVID JOHN.
BRIGHAM YOUNG.
THOMAS R. CUTLER.
REED SMOOT.
J. D. C. YOUNG.
SUSA YOUNG GATES.
LAFAYETTE HOLBROOK.
JESSE KNIGHT.
STEPHEN L. CHIPMAN.

EXECUTIVE COMMITTEE.

DAVID JOHN, Chairman.
REED SMOOT.
LAFAYETTE HOLBROOK.

VISITING COMMITTEE.

SUSA YOUNG GATES.
STEPHEN L. CHIPMAN.
TEENIE S. TAYLOR.

UTAH STAKE BOARD OF EDUCATION.

DAVID JOHN, President.
JOSEPH B. KEELER.
LAFAYETTE HOLBROOK.
REED SMOOT.
JOHN E. BOOTH.
MYRON TANNER.
TEENIE S. TAYLOR.
SUSA YOUNG GATES.

THE FACULTY.

NOTE.—With the exception of the President's and the Acting-President's, names occur in the order of seniority of appointment.

BENJAMIN CLUFF, JR., M. S., D. Sc. D., PRESIDENT.

In Charge of Exploring Expedition to Mexico, Central America and South America.

GEORGE H. BRIMHALL, B. PD., D. SC. D., ACTING-PRES.

Professor of Pedagogics and Director of Normal Training School.

NELS L. NELSON, B. PD., D. B.

Principal High School. Professor of English.

JOSEPH B. KEELER, M. AC., D. B.

Principal Commercial College. Professor of Accounts.

WALTER M. WOLFE, A. B., D. B.

Professor of Latin.

OLOF W. ANDELIN, B. PD., D. B.

Professor of Foreign Languages.

JOSEPH L. HORNE, B. S., D. B.

Principal Beaver Branch. Professor of Mathematics.

CHRISTINA D. YOUNG, B. PD.

Professor of Household Economics.

EDWARD H. HOLT, B. Pd., D. B.

Secretary of Faculty. Assistant Professor in Commercial College.

ALICE L. REYNOLDS, B. Pd., D. B.

Assistant Professor of English.

EDWIN S. HINCKLEY, B. S., D. B.

Professor of Natural Science.

ERNEST D. PARTRIDGE, B. S.. B. D.

Professor of Mathematics.

CALEB TANNER, B. S., D. B.

Professor of Engineering.

JAMES L. BROWN, B. S., D. B.

Professor of Chemistry.

ARETTA YOUNG, B. Pd.

Assistant Professor of Pedagogics.

BRIGHAM T. HIGGS.

Instructor in Engineering.

THOMAS S. COURT.

Registrar and Deputy Treasurer.

REINHARD MAESER, B. Pd., D. B.

Professor of English, Beaver Branch.

ANTHONY C. LUND, D. B.

Professor of Music.

Graduate Leipsic Conservatory of Music.

LILIAN H. CANNON, B. Pd., D. B.

Assistant Professor of Pedagogics.

Graduate Oswego State Normal.

IDA SMOOT DUSENBERRY.

Director of Kindergarten.

Graduate Chauncy Hall Kindergarten College.

JOHN C. SWENSON, A. B., D. B,

Professor of History.

LOUISE WHITTAKER.

Instructor in Household Economics.

HARRIET CLUFF.
Matron, Beaver Branch.

JOSIAH E. HICKMAN, B. L., B. S., D. B.
Professor of Physical Science.

GEORGE M. COPE.
Librarian.

FREDERICK G. WARNICK.
Instructor in Commercial College.

NATHANIEL BALDWIN.
Instructor in Physical Science.

DON B. COLTON.
Director Sub-Freshman Department.

WILLIAM F. WARD, B. S.,
Instructor in Mathematics.

ROBERT E. ALLEN.
Instructor in Commercial College.

EMMA S. SIMONS.
Instructor in Commereial College.

ALFRED M. DURHAM.
Instructor in Music, Beaver Branch.

INEZ KNIGHT, B. Pd.,
Matron.

NATHANIEL H. TANNER.
Instructor in Beaver Branch.

ALICE YOUNG.
Instructor in Commercial College.

ALBERT MILLER.
Instructor in Music.

HETTIE WHITE.
Instructor in Beaver Branch.

ELMER HOOKS.
Instructor in Spanish.

SPECIAL LECTURERS.

DR. J. M. TANNER, Gen. Supt. Church Schools.
REED SMOOT,
CHARLES W. PENROSE,
GEORGE REYNOLDS,
DAVID McKENZIE,
JOHN E. BOOTH,
SUSA YOUNG GATES,
SAMUEL H. ALLEN, M. D.,
BRIGHAM H. ROBERTS,
ANTHON H. LUND,
GEORGE TEASDALE,
JOHN NICHOLSON.

HISTORY AND ORGANIZATION.

Principalship.—The Brigham Young Academy was founded by a deed of trust executed by President Brigham Young, Oct. 16, 1876. A preliminary session was inaugurated soon after its establishment with Hon. Warren N. Dusenberry as Principal, succeeded by Prof. Karl G. Maeser who had been called by President Young to take charge of the school. The Academy was formally opened August 21, 1876, the dedicatory prayer being offered by Danial H. Wells. Prof. Maeser continued as Principal for fifteen years, when he was released to take charge as General Superintendent of all the Church Schools, and Benjamin Cluff, Jr., a former student of the Academy and now a graduate of the University of Michigan, was chosen to take his place. In 1894 when regular heads or principals of departments were appointed, the title was raised to that of President.

Directorate.—Its first Board of Trustees consisted of seven memders appointed for life, viz: Abraham O. Smoot, Wm. Bringhurst, Leonard E. Harrington, Wilson H. Dusenberry, Martha J. Coray, Myron Tanner, and Harvey H. Cluff. Three of these having since died, there places were filled by Don C. Young, James E. Talmage, and John Q. Cannon. A reorganization took place in 1890, when the trustees, together with the executors, heirs, and assigns of Brigham Young, conveyed to A. O. Smoot, Myron Tanner, H. H. Cluff, W. H. Dusenberry, Don C. Young, Karl G. Maeser, David John, Thomas R. Cutler, George D. Snell, Hyrum S. Young, Susa Y. Gates, and Geo. Halliday all the real estate held by the Academy, giving the latter Board power to sell the same for the benefit of the institution, and authority to fill all vacancies that might occur in the Board of Trustees. It was under the management of the last named trustees that the new building became a reality, though its foundation had been laid by the

former Board. In the death of President Abraham O. Smoot, which occurred March 6, 1895, the Academy lost one of its oldest friends and staunchest supporters; a man whose practical wisdom and material generosity had stood behind the institution, alike in prosperity and adversity. To fill the vacancy thus made, Brigham Young, eldest son of the Founder, was elected President, George Q. Cannon was elected a member of the Board in place of H. S. Young, resigned, and Reed Smoot was elected in place of Geo. Halliday, resigned.

Incorporation.—But the most far-reaching change took place July 18, 1896, when the institution was formally incorporated under the laws of the State. The articles of incorporation, after reciting the conditions of the first deed of trust and also the fact that a second, executed by the heirs of President Young, conveyed full and ample power to the Board of Trustees to incorporate, set forth that the financial condition of the institution and the inadequate provisions for its support under the oid system, necessitated a change: and, to quote from the document:

"Whereas, the beneficiaries of the said trust are the children of the members of the Church of Jesus Christ of Latter-day Saints, and said trustees and beneficiaries and said members of said Church are desirous of seeing said trust carried out; and to that end the members of said Church, through its constituted authorities, to-wit, the First Presidency are willing to assume said indebtedness and to discharge the same and carry out, according to the letter and the spirit, said trust by said Brigham Young created, and to provide the necessary means to support and maintain said institution of learning; provided, however, that a corporation shall be formed and said trustees shall convey the property by them held, and said members of said Church, including the beneficiaries of said trust, shall have the right to elect the directors or trustees of said corporation,"—under such circumstances it was resolved to incorporate and place the institution under the management and control of the Church.

Following are the names of the incorporators into whose hands the Board of Trustees conveyed the institution: Brigham Young, George Q. Cannon, Myron Tanner, Harvey H. Cluff, Wilson H. Dusenberry, Karl G. Maeser, David John, Susa Young Gates, Reed Smoot, Thomas R. Cutler,

George D. Snell, and Joseph Don Carlos Young.

Provision is made in the Articles of Incorporation that the Brigham Young Academy shall be under the management of a board of twelve directors, to be elected every three years by the Saints assembled in annual conference. The first election took place April 6, 1897, and resulted in the creation of the Board. It is made their duty to take control of the institution subject only to the limitation of the original deed of trust. At a meeting of this Board, held August 2, 1897, President George Q. Cannon was elected President of the Board, which position he held to the time of his death, April 12, 1901.

With the Church pledged to its support the Academy cannot fail to develop greater strength, power, and resources; nor will the feeling that the institution is dependent upon them for support fail to stimulate among the Latter-day Saints the desire to give their children better facilities for a liberal education than they have ever enjoyed before.

The Old Buildings.—The Academy began its labors in what was known as the Lewis Hall, at the corner of G and Seventh Streets. The first floor, consisting of five rooms, had been built for commercial purposes, the second floor to serve as an opera house. After its purchase by President Young the building was re-arranged, as nearly as it could be, to meet the wants of the school and served its purpose without further change for nine years. By the opening of the tenth Academic year two commodious addltions had been completed, mainly by the munificence of President Smoot. Six months later, on the night of January 24, 1894, the entire structure was destroyed by fire.

The school was now without a home and without the means to rent, buy or build; for no insurance had been carried on the building just reduced to ashes. On that memorable morning four hundred students, many with booksacks in hand, collected only to gaze on the blackened ruins. Should they go home? What could be done for a homeless school in the dead of winter? The sequel proves what may be accomplished by a wide-awake Board. Only one day was lost. The First National Bank building, largely owned by President Smoot, and S. S. Jones' store, had just been completed, and were generously turned over for the use of the Academy during the remainder of the tenth year. The year following,

about two-thirds of the large Z. C. M. I. warehouse was leased and subdivided according to the wants of the institution into eleven rooms, with a capacity for the accommodation of over three hundred students, and better suited in many respects than was the old building.

Here the school remained for six years. But it became more and more evident that its work must remain stationary unless new quarters were provided. There were no funds to build with. The real estate with which the founder endowed the school could not be sold, owing to a restriction in the deed which necessiated a reconveyance of it by the heirs of President Young. This required time and tact and bofore it could be done the market had fallen and sales were impossible at any price.

The New Building.—But the new building, begun on this slender hope, was nearing completion. That the work did not stop when this hope failed, must ever stand to the honor of the Board, the members of which pledged their private property that the institution might have quarters adequate to its needs.

On Monday, January 3, 1892, the Faculty and students took a solemn farewell of the old quarters near the depot and marched to their new "Temple of Learning," where the Presidency of the Church, the Governor, and other prominent visitors from all parts of ths State had assembled to take part in the dedication services. It was an impressive occassion, not only from the nature of the services themselves, but also from the fact that on this day the first epoch closed aud the second epoch began in the history of the Academy. Perhaps the genius and growth of the institution can be set forth in no better way than by a brief contrast of these two epochs.

The First Epoch.—Dr. Maeser came to Provo in obedience to a call from President Brigham Young. He had no other idea to guide him in creating the institution than the general notion that the whole man was to be educated: the social, moral, and spiritual, as well as the intellectual. He opened school with twenty-nine students and himself as the sole teacher. Dr. M. H. Hardy was his first Assistant. Gradually the school grew so as to include the instruction now covered by the eight grades and portions of the high school

including theory and practice of teaching; but the growth of secondary and higher instruction was slow, principally because the general poverty of the people made proper preparatory schools elsewhere in the territory impossible.

Financially the Academy may be said to have sprung up out of the native soil. Think of an institution of secondary training supporting its teachers and paying for furniture, supplies, and other current expenses out of tuition; and this, too, at a time when the desire for higher education had largely to be created! Yet under such ordeals of self-sacrifice did Dr. Maeser and his co-laborers, by the blessings of God, bring the institution forward and upward for fifteen years.

Nor must this period of early struggles be held up for disparagement from an educational point of view. Beginning as it did, the Academy had to feel its way and adapt itself to its environments. It may thus be said to have caught the very genius of the new dispensation and embodied the life-essence of a peculiar people. To this central spirit it has ever been true; and whatever of greatness it is destined to attain, will come not so much along the lines that make other institutions great, as by the flowering and fruition of its own life principle.

The New Epoch.—It was high time, however, that the first epoch came to a close. Although the school had grown steadily until at times its enrollment reached over four hundred, and its power for good was felt in the same ratio, certain educational evils were inevitable from the cramped conditions under which the work was carried on. Previous to 1891, no attempt had been, nor could be, made to arrange courses in the higher branches to last for more than one year, save in theory of teaching which had been laid out for two years. The instruction was thus bound to be very general and as a consequence more or less superficial. With a teacher of less intensity than Dr. Maeser this evil would have been aggravated. As it was, his peculiar power of arousing independent investigation multiplied the effectiveness of the school wherever its students became teachers.

Another evil was irregularity of attendance. Very little effort was made by students to begin school with the school year. The majority entered about October; and after the two winter terms were over, most of them gave up their studies by reason of the "spring fever," thus leaving only a fraction of the enrollment in attendance during even one year.

The first factor in remedying these evils was of course the erection of the new building, which provided adequate classroom and other accommodations; the second was the financial snpport rendered by the Church whereby the teaching force was augmented and the Normal courses made free; and the third was the establishment of four-year courses—since increased to six and seven-year—leading to a degree. Space will not permit extended mention of many other noteworthy features of the new epoch. The commercial courses were segregated and in due time developed into a fully equipped Commercial College. With the offering of degrees came class organizations, and the development of class patriotism. The same circumstances led to the inauguration of the Alumni Association, which promises to become a strong educational support.

Founder's Day was first celebrated in the year 1891, and has since become a prominent holiday. This day, 1896, was signalized by two important events. The first was the formal creation by the Board of Trustees of the Collegiate Department, though in a modified form it had existed provisionally for years previous. The second was the placing of the eight grades of the Normal Training school in a separate building.

While this removed the pressure of enrollment to a certain extent, a point in the school's growth was soon reached when more room became necessory. The need was promptly met, however, by the following named persons: Wilford Woodruff, George Quayle Cannon, Joseph Fielding Smith, Reed Smoot, Jesse Knight, Charles Edwin Loose, Jesse William Knight, Alfred William McCune, Inez Knight, and Stephen L. Chipman. The Collegiate building, the dedication of which took place during Commencement week, 1898 now stands as a monument to their liberality. The tableted chairs and settees with which the rooms are seated were donated by the patrons and friends of the school through the Alumni Association.

Founder's Day, 1898, also marks an epoch in the development of the school, as on this day there were formally established and dedicated (1) a Laboratory of Physics by the Holt Family, and (2) a Laboratory of Chemistry by the Magleby Family. The Beckstead Laboratory of Mechanics was dedicated on Founder's Day, 1899, and the Hinckley Laboratory of Natural Science was dedicated on Founder's Day, 1900.

By an action of the Church Board of Examiners, December 1, 1899, three institutions, viz., the Brigham Young Academy, the Brigham Young College, and the Latter-day Saints' College, were declared recognized and sustained by the First Presdency as schools of secondary instruction. Each institution was empowered to maintain a high school offering at its discretion a normal course, an academic course, and a business course, leading to certificates of graduation.

It was also ordained that no institution should offer a degree short of four years' college or university work. The courses common to university instruction were distributed among the three institutions named, and to the Brigham Young Academy was given the following:— Theology and English, the mechanical and engineering arts, including mechanical, civil, electrical, and mining engineering; and domestic arts; also general pedagogy including normal training; said courses to lead to the degrees of Bachelor of Science [B. S.] and Bachelor of Pedagogy [B. Pd.] As will be seen by reference to this catalogue, the studies have been shaped so as to offer a choice of four courses leading to the degree of Bachelor of Science, and the course leading to the degree of Bachelor of Pedagogy has also been modified.

On the 15th of April, 1900, the Brigham Young Academy South American Exploring Expedition, called and set apart by the General Authorities of the Church, left Provo for its field of operation with the following personnel and organization: President Benjamin Cluff, Jr., in charge of expedition; Prof. Walter M. Wolfe, botanist and zoologist; Prof. J. B. Fairbanks, artist and photographer; G. S. Beckstead, captain; Paul Henning, interpreter; members: W. S. Tolton, Parley Nelson, Wm. M. Hughes, Henry E. Giles, Jr., George Q. Cannon, Jr., Eugene Roberts, Mosher Pack, Lafayette Rees, Christian Olsen, Heber Magleby, Asa Kienke, Wm. R. Adams, Joesph Adams, Soren Hansen, Royal Wooley, B. T. Higgs, Jr., C. G. Van Buren, and Warren Shepherd. The purpose of the expedition is to study the ruins of ancient America with a view to corroborating the Book of Mormon, and to furnish the museum with botanical, zoological, geological, and archaeological specimens from Mexico, Central America, and the northern and western states of South America.

When the expedition reached Mexico it was found im-

practicable, on account of limited resources, to carry so large a company. Accordingly a number of the party were released and President Cluff accompanied by Prof. W. M. Wolfe, Prof. J. B. Fairbanks, Paul Henning, Asa Kienke, C. G. Van Buren, Jos. Adams, Heber Magleby, and Walter S. Tolton continued their journey through Mexico and Central America.

GENERAL AIMS:

To carry out the design of its Founder, the Academy offers instructions as follows: 1. In the principles and doctrines of the Church of Jesus Christ of Latter-day Saints. 2. In the principles of morality and moral responsibility. 3. In the elements of self-control, on the principle that a free people or a free person, must become such through self-control. 4. In the arts and sciences usually given in primary schools, high schools, and colleges. 5. In such general training as will fit young people for practical life. 6. In such technical and theoretical training as will fit young people (*a*) for school teachers, (*b*) for book-keepers, amanuenses, telegraphers, and business men, (*c*) skilled mechanics, (*d*) engineers. The aim of the Academy in short, is to promote man's complete development, morally, intellectually, and physically.

ORGANIZATION.

The Academy is organized with the following departments: 1. A Kindergarten, including a Kindergarten Training School. 2. A Preparatory Department for young men and women of grammar grade qualifications. 3. A High School, covering four years' work, and offering two courses, one a prepatory Normal course, the other a prepatory Collegiate course. 4. A College, or Collegiate Department, covering four years' work, beginning with the twelfth grade. This includes the Normal Training School of three years' work. 5. A Commercial College, beginning at the close of the Eighth grade and covering three years' work.

DIRECTION TO STUDENTS ON ENTERING SCHOOL.

The following suggestions will aid students in entering school:—

1—Present yourself to the President in room 9.

2—From him you will obtain the proper cards. If you do not enter on certificate, go to the Examiners in rooms designated on the bulletin board, and pass entrance examinations. Next, go to the Deputy Treasurer and pay all entrance dues, receiving from him a receipt. Take this receipt to the Registrar, who after recording your name, will give you an admit card. On presenting this card to the Principal of the department you enter, you will be seated in the proper room. If you enter on certificate go directly from the President to the Deputy Treasurer.

3.—Teachers and advanced students will be in attendance to give advice and render assistance. Do not hesitate to ask them.

4.—Look at the bulletin boards for special notices and instructions.

STATUS OF STUDENTS.

Students in the High School or Collegiate department may be *regular* or *special* students. A regular student is one who pursues regular courses leading to a diploma or a degree. A special student is one who pursues a special course accepted by the Faculty. No student will be permitted to become a special student on account of inability to continue with his class as a regular student. Special students are assigned to a class the same as regular students.

If, after examination, it is found that a student is deficient in not more than two studies, he may be assigned to his class conditionally until the deficiency is made up. But, if it is found that he is deficient in more than two of his studies, he will be put back one year in his course, or dropped from the rolls at the option of the authorities.

For presistent neglect of study, irregularity in attendance, inability to keep up with his class-work, or failure to maintain his proper class standing from any other cause, a student may be dropped from the rolls.

Punctuality and regularity in attendance are required of all. When a student has been absent from a class or from school three times without an acceptable excuse, or when he has been absent three times in succession without notifying his teacher, his name will be dropped from the rolls as discontinued. To regain his standing he must apply to the President.

DOMESTIC.

Spirit.—The disciplinary part of the Academy is placed as much as possible in the hands of the students with a view to developing in them the power of self-government. Obedience to the necessary rules and regulations is enjoined upon all, both in and out of school; but students are taught to yield obedience from a sense of duty and right. As soon as a student demonstrates his inability to govern and control himself, he is labored with by the Domestic ward officers (leading students) and by the Faculty. If, however, he persists in disobedience, and shows a lack of proper control, he is suspended or expelled at the discretion of the authorities.

Plan.—The Domestic organization is the disciplinary part of the Academy in and out of school. It divides Provo City into a suitable number of Domestic wards, presided over by a presiding Elder and two Counselors, nominated and sustained by the students, by and with the sanction of the President. A Senior is appointed over each boarding house, whose duty it is to see that everything in that boarding house is in order; and should there be disorder and confusion, it is his duty to report immediately to the presiding Elder. Domestic visitors are appointed whose duty it is to call upon the students at their boarding houses and aid the Seniors in their work. The duties of the presiding Elder and his Counselors are to see that all in their ward are properly cared for, having proper facilities for study, and are pursuing with diligence and profit their respective studies; also that proper hours are kept, and no evil is tolerated among the students.

Aim.—It is plainly seen that the Domestic organization aims to duplicate the organization of the Church as much as possible. Its efficiency in giving necessary aid to every student and in taking care and assisting students in their work has been satisfactorily demonstrated.

It is assumed, that students will conduct themselves, under all circumstances, as ladies and gentlemen, and that they enter school for the sole purpose of getting an education. If students justify these assumptions by their conduct; if they pursue their studies with diligence; and if they show that they have come for the express purpose of getting an education—they will find everything in the organizations of the Academy to aid and assist them.

RULES AND REGULATIONS.

The following rules and regulations are intended merely as a guide not as a complete code;

1.—All students are subject to the rules and regulations both in and out of school.

2.—Profanity and obscenity in every form are strictly forbidden.

3.—The use of strong drink and tobacco is not allowed.

4.—Students should not attend public or private parties not under control of responsible persons. It is recommended that students attend no parties not under the control of the Academy.

5.—Irregularity in habits, keeping late hours, having improper associates, and visiting places of questionable repute, are strictly forbidden.

6.—All students are expected to be diligent in their studies and regular in attendance at exercises and classes.

7.—Where two or more students reside in one house, one of them will be appointed Senior.

8.—No student can honorably discontinue attendance, except at the close of a semester, without obtaining from the President an honorable release.

9.—In case of injudicious expenditure of means, any student may be called to account by the President.

10.—Persons having complaints against students should report the same while such students are in attendance.

11.—Violation of any rules of the Academy lays the offender liable to suspension or expulsion.

12.—On entering school each student is placed under the immediate care of a teacher who is known as his advisory teacher and to whom he will apply when in need of counsel or advice relative to his school duties and studies.

13.—The Faculty holds supervisory power over all arrangements for boarding and lodging in private houses.

14.—A fee of $1.00 will be charged students who neglect to hand in their election cards within one week after entrance, to the Registrar.

15.—A fee of 25 cents for a duplicate of any admit card.

FEES AND EXPENSES.

NOTE.—All fees and tuition are payable in advance.

GENERAL.

Kindergarten, $0.25 a week or $2.00 for ten weeks.

Sub-freshman or Preparatory department, $10.00 a semester or $15.00 for a year.

High School, $20.00 and an annual expense fee of $5.00.

Normal School, $15.00 and an annual expense fee of $5.00.

Commercial College, $30.00 and an annual expense fee of $15.00.

Tuition per week: Sub-freshman, $0.75; High School, Normal School, or Collegiate department, $1.25; Commercial College, $1.50.

Tuition for single studies per semester: Theology is free. All other studies in High School, Normal School, or Collegiate department are charged at the rate of $6.00 per semester for a five-hour course.

Band and Orchestral music, $3.00 a semester or $5.00 per year.

In the Commercial College special courses are charged per semester as follows: Telegraphy, $6.00; Typewriting, $10.00; Phonography, $10.00; Phonography and Typewriting combined, $15.00; Book-keeping, $12.00.

NOTE.—Entrance fees in High School, the Normal School, and the Commercial College entitle the student to a life-membership certificate without further cost save the annual expense fees, unless for cause such certificate is revoked.

SPECIAL.

An annual library fee of $1.00 is charged all students on entering.

Laboratory fees: In Chemistry $3.00, Physics $2.00, Woodwork $2.50, Botany $2.00, and Zoology $1.50 per semester.

Special Certificates $1.00.

Commercial College, Kindergarten, and High School Diploma, $5.00.

Degree, $10.00.

BOARD AND ROOMS.

Students find good board and lodging in private houses. Board ranges in price from $2.50 to $3.50 per week. Many students prefer to rent rooms and board themselves, thus greatly reducing their expenses. The rent of rooms ranges from $1.50 to $4.00 per month.

Those desiring information or assistance may write to the Secretary of the Brigham Young Academy, Box C, Provo, Utah.

ADMISSION.

The Academy is open to students of both sexes and of any religious denomination or nationality. When not known by members of the Faculty, candidates for admission must present satisfactory evidence of good moral character, such as a recommendation from a Bishop, a Minister, or some responsible person of their town.

Entrance examinations will not be technical but sufficiently searching to ascertain the candidate's ability to pursue profitably the course of instruction offered in the department he desires to enter.

HIGH SCHOOL.

Applicants for admission to the High School, the Normal School, and the Commercial College must be at least fourteen years of age, and when not admitted on certificate must pass examination in the following branches:

Arithmetic.—Fundamental principles; Simple numbers; Fractions; (compound and decimal); Percentage and Interest. Essentials No. 2, or an equivalent.

Grammar.—Parts of speech, their uses and relations in connected discourse. Ability to analyze simple and compound sentences. A short composition may be required. Reed & Kellogg's Higher Lessons or an equivalent.

Geography.—Position, boundaries, coast lines, and chief ranges and rivers of grand divisions; principal cities of the world and the geography of the United States. Frye's complete Geography or an equivalent.

Reading.—Ability to read ordinary prose.

Spelling and Punctuation.—Ability to spell common English words and punctuate the simpler forms of sentences.

Penmanship.—Ability to write a free, legible hand. Specimens of penmanship will be required.

NOTE.—Candidates failing in no more than two of the above subjects will be permitted to enter with "conditions." These conditions must be worked off before the opening of the next school year after entrance. Candidates for admission to the High School, Normal School or Commercial College, who have completed the eighth grade work in any approved school, may be admitted without examination on presentation of their certificates.

COLLEGE.

Students who have finished the first three years' work in the Brigham Young Academy High School, or its equivalent, will be admitted to the College.

GRADUATION.

Students who have successfully completed the studies of the High School may receive a Certificate of Graduation, admitting them to the second year of the Collegiate department. Those who have successfully completed any of the courses of the Commercial College may receive a Diploma. Those who have successfully completed the studies of the Kindergarten Training School may receive a Diploma.

Those who have successfully completed the Collegiate courses, will, upon recommendation of the President and two-thirds of the members of the Faculty, receive from the Board of Trustees the Degree to which their courses lead. These Degrees will not be conferred for faithful labor alone. Candidates must show ability to conduct independent investigation. Before receiving a Certificate, Diploma, or Degree, candidates must pay all fees and expenses.

COURSES IN THE COLLEGIATE DEPARTMENT.

Two courses are offered in the Collegiate department leading to Degrees. First, a course in Pedagogy leading to the Degree of Bachelor of Pedagogy, (B. Pd.) Second, a course in Science leading to the Degree of Bachelor of Science, (B. S.), in Mechanical, Electrical, Civil and Mining Engineering.

THE DEGRREE OF BACHELOR OF PEDAGOGY.

To obtain the recommendation of the Faculty for the Degree of Bachelor of Pedagogy, the student must obtain one hundred and thirty-six hours College credit and must show ability to teach and conduct schools. The following courses are prescribed: All the studies in the High School under the Preparatory Normal Course or equivalents. Pedagogics 1, 2, 3, 4 and 5. Mathematics 1. Foreign Languages g, h, i and j. Foreign Languages e and f, or 1 and 2.

NOTE.—Theology or Ethics is a required study during every semester of attendance.

THE DEGREE OF BACHELOR OF SCIENCE.

To obtain the recommendation of the Faculty for the Degree of Bachelor of Science the student must obtain one hundred thirty-six hours College credit. The general requirements are as follows: English 1; Foreign Languages 1 and 2; Physical Science d, and 1 and 2; Engineering 7, 8, 14, 15, 16, and in addition 25 hours of College Mathematics.

Civil Engineering. In addition to the general requirements, students must pursue successfully the following courses to obtain the Degree of Bachelor of Science in Mechanical Engineering: Engineering 3, 4, 5 and 6; Physical Science 4.

Mining Engineering. In addition to the general requirements, students must pursue successfully the following courses to obtain the degree of Bachelor of Science in Mining Engineering: Natural Science 5 and 6; Engineering 23; Physical Science 4, 5 and 6.

Electrical Engineering. In addition to the general requirements students must pursue successfully the following courses to obtain the Degree of Bachelor of Science in Electrical Engineering: Engineering 3, 20, 21 and 22; Physical Science 3.

COURSES OFFERED.

NORMAL COURSE.

Students entering the Normal department are required to elect the following courses in the order given:

First Year.

I. SEMESTER.		II. SEMESTER.	
Theology a (Church History)	3	Theology b (Book of Mormon)	3
Mathematics a (Arithmetic	5	Mathematics b (Algebra)	5
Natural Science a (Physiography)	5	Natural Science f (Physiology)	5
English a (Grammar)	5	English b (Syntax)	5
Drawing a, or English e, or Music a, or g, or i, or Engineering a	2	Drawing b, or English f, or Music b, or h, or j, or Engineering b	2

Second Year.

I. SEMESTER.		II SEMESTER.	
Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Mathematics c (Algebra)	5	Mathematics e (Geometry)	5
English c (Rhetoric)	5	English d (Rhetoric)	5
Natural Science c (Zoology)	5	Natural Science b (Botany)	5
English e, or Music c, or Engineering a, or Drawing a	2	English f, or Music d, or Engineering b, or Drawing b	2

Third Year.

I SEMESTER.		II SEMESTER.	
Theology e (The Pentateuch)	3	Theology f (The Prophets)	3
Physical Science a or e	4	Natural Science d, or Physical Science b	4
English g (Literature)	3	English h (Literature)	3
Pedagogics e (Psychology)	3	Pedagogics f (Psychology)	3
Pedagogics a (Theory of Teaching)	2	Pedagogics b (Theory of Teaching)	2
History a (Colonial)	3	History b (National Development)	3
History f (Civil Government)	2	History g (Civil Government)	2

Fourth Year.

I. SEMESTER.		II. SEMESTER.	
Theology 1 (Principles of the Gospel)	3	Theology 2 (Principles of the Gospel)	3
English 1 (Verse Classics)	2	English 2 (Forensics)	2
Physical Science a or e	4	Natural Science 3, 4 or 5, or Physical Science b	4
History c (General History)	3	History d (General History)	3
Drawing c (Geometric forms)	1	Drawing d (Landscape)	1
Pedagogics g (Training)	4	Pedagogics h (Training)	4
Pedagogics 1 (History of Pedagogy)	3	Pedagogics 2 (History of Pedagogy)	3

HIGH SCHOOL COURSE.

Students entering the High School are required to elect the following courses in the order given:

First Year.

I. SEMESTER.		II. SEMESTER.	
Theology a (Church History)	3	Theology b (Book of Mormon)	3
Mathematics a (Arith.)	5	Mathematics b (Algebra)	5
Natural Science a (Physiography)	5	Natural Science f (Physiology)	5
English a (Grammar)	5	English b (Syntax)	5
Drawing a or English e or Music a, g or i or Engineering a	2	Drawing b, or English f, or Music b, h or j, or Engineering b	2

Second Year.

I. SEMESTER.		II. SEMESTER.	
Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Mathematics c (Algebra)	5	Mathematics e (Geometry)	5
English c (Rhetoric)	5	English d (Rhetoric)	5
Natural Science c (Zoology), or one course in Foreign Languages	5	Natural Science b (Botany), or one course in Foreign Languages	5
Drawing a, or English e, or Music c, or Engineering a	2	English f, or Music d, or b, or Engineering b, or Drawing b	2

Third Year.

I. SEMESTER.		II. SEMESTER.	
Theology e (The Pentateuch)	3	Theology f (The Prophets)	3
English g (Literature)	3	English h (Literature)	3
History a (Colonial)	3	History b (National Development)	3
History f (Civil Government)	2	History g (Civil Government)	2
Five hours in Foreign Languages.		Five hours in Foreign Languages.	
Physical Science a or c	4	Physical Science b or d	4

Fourth Year.

I SEMESTER.		II. SEMESTER.	
Theology 1 (Principles of the Gospel)	3	Theology 2 (Principles of the Gospel)	3
English1 (Verse Classics)	2	English 2 (Forensics)	2
Five hours in Foreign Languages or		Five hours in Foreign Languages or	
Natural Science c (Zoology)	5	Natural Science b (Botany)	5
Pedagogics e (Psychology)	3	Pedagogics f (Psychology)	3
Physical Science a or c	4	Physical Science b or d	4
History c (General Hisory)	3	History d (General History)	3

NOTE.—Courses designed primarily for the High School are marked with letters; as a, b, c, etc.; those for the College with Arabic figures, as 1, 2, 3, etc.

THEOLOGY.

The course in theology is one of the most extensive offered in the Academy. It forms a continuous chain beginning with the Sub-freshman department, continuing through the High School and ending in the College. The exercises and principles set forth are based on the doctrines and ordinances authorized and taught by the Church of Jesus Christ of Latter-day Saints. The whole is so arranged that it may be progressively pursued. A course in Ethics is also provided to meet requirements of non-members who do not wish to study theology.

All male students holding the priesthood are classified into quorums according to the office in the priesthood held. These various quorums conform as nearly as possible in organization, spirit, and exercises to the rules and practices of the church, and meet bi-weekly.

Female students have a separate organization, and meetings are held while the priesthood quorums are in session. In these meetings subjects suitable to their sex are presented by lady instructors.

Meetings for lay members and non-members of the Church are also held at the same time as the priesthood meetings, at which lectures are delivered on topics profitable and interesting to a mixed class.

Testimony meetings are important features of the theological instructions. These are held bi-weekly, and serve an admirable purpose in cultivating a testimony of the Gospel and affording practice in public speaking.

In the Sabbath School, which meets every Sunday morning, normal courses are offered in Sunday School, Mutual Improvement, Primary Association, Kindergarten, and Religion Class work; also a course for missionaries.

The remark is often made by both strangers and students that a wonderful influence prevails in the institution. This must be attributed to the spirit of the Gospel developed as a result of the theological and moral teachings imparted daily.

Aside from the class work, a personal labor is undertaken with those who are inclined to be wayward, so that many a reckless youth is brought back to the paths of rectiude.

EXPLANATION OF COURSES.

a. Church History. Three hours, first Semester.—Sec. 1, J. E. Hickman; Sec. 2, O. W. Andelin; Sec. 3, E. D. Partridge; Sec. 4, F. G. Warnick; Sec. 5, E. R. Allen; Sec. 6, W. F. Ward.

b. Book of Mormon. Three hours, second semester.—Sections and teachers same as a.

c. Life of Christ. Three hours, first semester.—Sec. 1, E. S. Hinckley; Sec. 2, J. C. Swenson.

d. Apostolic Age. Three hours, second semester.—Sections and teachers the same as c.

e. The Pentateuch. Three hours, first semester.—A. C. Lund.

f. The Prophets. Three hours, second semester.—A. C. Lund.

g. Moral Law. The aim of this course is to emphasize the necessity of living a strictly moral life and to give the students strong incentives to form good moral habits. The differences between good and evil, right and wrong, is clearly brought out. The underlying principles are illustrated by incidents from history and biography.—Caleb Tanner.

1. Principles of the Gospel. Compendium. Lectures and Discussions. Three hours, first semester.—Sec. 1, N. L. Nelson; Sec. 2, Inez Knight; Sec. 3, L. H. Cannon.

2. Principles of the Gospel. Three hours, second semester—Sec. 1, N. L. Nelson; Sec. 2, Inez Knight; Sec. 3, L. H. Cannon.

3. Ecclesiastical History. The early church at Jerusalem, Alexander, and Rome. Persecutions heresies. Christianizing the Empire. From the Apostasy to Gregory the Great. Three hours, first semester.—Sec. 1, W. M. Wolfe; Sec. 2, Alice Reynolds.

4. Ecclesiastical History. Temporal power of the Church. Theory of a universal church. Monastic education. The Crusades. Protestant reformation. Three hours, second semester.—Sec. 1, W. M. Wolfe; Sec. 2, Alice Reynolds.

5. Principles of the Gospel. Considered philosophically. Theology, the Science of God, His being, His attributes, and His works. Lectures, discussions, essays, individual readings and researches. Three hours, first semester—Acting President Brimhall.

6. Principles of the Gospel. Philosophy underlying the Gospel ordinances and the general organization of the Church. Comparison of the doctrines of the Church of Jesus Christ of Latter-day Saints with those of other denominations. Three hours, second semester.—Acting-President Brimhall.

7. Church Government. Historical development; organic structure; officers; powers, and functions. The Doctrine and Covenants is used as a text-book, supplemented by other

standard works of the Church. Three hours, first semester.—Prof. Keeler.

8. **Church Government.** Three hours, second semester.—Prof. Keeler.

9. **Seminary.** Three hours, second semester.—President Cluff. (Temporarily absent.)

Social Law. A more definite understanding of the relations of the individual to society and of consequent mutual duties. Rules of politeness and etiquette are incidentally discussed in connection with the use and abuse of fashions and social customs in general. Lectures. Three hours, first semester.—Caleb Tanner.

h. **The Law of Obligation.** This course deals with the theory of fundamental elements of morality, the relativity of good and bad; the law of conscience; and the supremacy of the will.

Ethical Philosophy. The evolution of moral ideals: God as the standard of ethical ideals; and the influence of ideals upon the individual, and upon the morality of the world. Lectures. Three hours, second semester.—Caleb Tanner.

ENGLISH.

The courses in English have been laid out after a careful study of the needs of the young people in the inter-mountain region. They aim, first of all, to supplant the crudities in expression so prevalent in the western communities, by simple and direct but pure English. They are next designed to develop literary taste, and the taste for literature, or a feeling of companionship for books. Special emphasis is given to oral composition work, and to this end methods of recitation prevail which give the students the floor as much as possible.

a. **English Grammar.** Experience has demonstrated that the grammar course of the grades is insufficient as a basis for the higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it being a demonstrated fact that without the practice in analysis given by such a method students are unable to correct their habits of faulty English by any other guide than what sounds right, which is practically no guide at all.

Beuhler's Modern Grammer. Five hours, first and second semesters.—Sec. 1, Ass't-Prof. Swenson; Sec. 2, Mrs. Cannon; Sec. 3, O: W. Andelin.

b. Practice in English. Course a or its equivalent is required. The aim in this course is to reduce the principles of English to habits by keeping students constantly on their guard respecting the purity of their daily use of the language. Emphasis is placed on the correct spelling and punctuation, Beuhler's "Practical Exercises in English," Seventy Lessons in Spelling," supplemented by such other matter as the wants of the class may suggest. In order to teach accuracy in sentence building, paragraphing, and punctuation, classic selections are dictated weekly and the students are required, from their previous knowledge of grammar, to put the same into proper form. Five hours, first and second semesters. Sec. 1, Ass't-Prof. Swenson; Sec. 2, Mrs. Cannon; Sec. 3, O. W. Andelin.

c. Outlines of Rhetoric. Course b is required. A thorough course in diction forms the subject matter of this course. Genung's "Outlines of Rhetoric," and Strang's "Exercises in English." Original narratives and descriptions. Oral and written composition exercises alternate weekly. Five hours a week additional given by the teacher to individual criticism of compositions. Part of the regular class work is devoted to drill in the fundamentals of expression. Five hours first and second semesters.—Prof. Nelson.

d. Outlines of Rhetoric. Course c is required. The rhetorical elements of the sentence are considered in this course. Genung's "Outlines of Rhetoric" and Strang's "Exercises in English." Narrative and descriptive writing continues to be the basis of composition work as in c. Oral and written composition alternate weekly. Two hours additional per week given to individual criticism of compositions. Drill in the fundamentals of expression forms a part of the course. Five hours, second semester—Prof. Nelson.

e. Normal Reading. This course aims to produce fluent and effective readers; to cause the eye to grasp words quickly and unerringly, and train the organs of speech to pronounce them firmly and unhesitatingly. Attention to diacritical marks and drill in pronunciation, voice culture, articulation, and personal bearing, occupy portions of the time. The

reading is supplemented by newspaper and magazine articles. Two hours, first and second semesters.—Prof. Nelson.

f. **Fundamentals of Expression.** In this course, ease and grace in personal bearing and gesture, the development of the lungs, the cultivation and control of the voice, the overcoming of nervousness, and the cultivation of nerve energy, of distinctness in articulation, and of a wide latitude in oral delivery, are the points kept in view. By daily drills in these various directions proper habits are formed. Two hours, second semester.—Prof. Nelson.

g. **Minor Classics.** This course takes up the study of the minor classics, as also of literature especially suited to graded schools. English a and b are required. Two hours, first semester.—Ass't-Prof. Reynolds.

h. **Minor Classics.** A continuation of g. Two hours, second semester.—Ass't-Prof. Reynolds.

1. **Prosody.** The course begins with a some what exhaustive study of Prosody and proceeds with the analytical study of famous poems. The aim is to realize the embellishments of Rhetoric in their native settings. Instruction and drill in effective reading for the home circle forms part of the course. Gummer's "Hand Book of Poetics" will be used as a textbook, supplemented by selections from the English Classic Series. Two hours, second semester.—Ass't-Prof. Reynolds.

2. **Exposition.** This course discusses the principles of literary criticism, emphasizing the forensic aspects of the subject. Sermons, lectures, and essays form the basis of work. The course is taken in connection with course 4. Genug's "Practical Principles of Rhetoric." Course c is required. Two hours, first semester.—Prof. Nelson.

3. **Argumentation.** Taken in connection with English 5. Continuation of course 2. Debates, orations, arguments. Two hours, second semester.—Prof. Nelson.

4. **Oratory.** Courses c and f required. This course aims to make effective public speakers. To this end constant drill is given in personal bearing, gesture, self-control, the cultivation of voice and nerve energy, and the delivery of original lectures, sermons orations, etc. Course 2 in English must be taken in connection with this

study. Fulton and Trueblood's "Practical Elocution." Three hours, first semester.—Prof. Nelson.

5. Oratory. Continuation of course 4. Taken in connection with English 3. Three hours, first semester.—Prof. Nelson.

6. English Classics. This course is devoted to a critical study of British and American Classics; e. g. Lowell's "Vision of Sir Launfal;" Webster's "Bunker Hill Oration;" Dickens' "Christmas Carol;" Goldsmith's "Deserted Village." A paper will be required each semester on some subject suggested by the study. This course is recommended to students expecting to enter college. English c and d are requlred. Five hours, first semester.—Ass't-Prof. Reynolds.

7. History of American Literature. This course follows the plan of Painter's "Introduction to American Literature," and is supplemented by critical reading of American classics. Five hours, second semester.—Ass't-Prof. Reynolds.

8. History of English Literature.—This course follows the plan of Pancoast's "Representative English Literature," and is supplemented by critical reading of English classics. Five hours, first semester—Ass't-Prof. Reynolds.

9. History ot English Literature. A continuation of 8. Five hours, first semester—Ass't-Prof. Reynolds.

10. Chaucer. A study of Chaucer, including a consideration of the Middle English Literature and Chaucer's pronunciation. Five hours, first semester—Ass't Prof. Reynolds.

11. English Drama. This course is devoted to a study of the English drama; dramatic technique; and a critical study of the Shakesperean drama. Five hours, second semester.—Ass't-Prof. Reynolds.

FOREIGN LANGUAGES

a. Elementary German. Grammar-Wenckeback. Reading of easy prose and poetry from modern authors. Conversation. Word drill. Only the essential features of the German Grammar are introduced and these with special reference to the immediate needs of the average beginner. German forms the nucleus and the center of all instruction. The aim is to acquire à ready vocabulary with ability to converse, read and

write on familiar topics. Five hours, first semester.—Prof. Andelin.

b. Elementary German. Lessons in easy composition. Bernhardt's "German Composition" in connection with conversation and reading of modern classics such as Freitag's "Die Journalisten," Bernhardt's "Eswar Einmal." Five hours, second semester.—Prof. Andelin.

c. Elementary Spanish. Matzke's Grammar and Worman's First Spanish Reader. Easy Spanish prose and conversation. Five hours, first semester.

d. Elementary Spanish. Matzke's Grammar and Worman's Second Spanish Reader completed. Five hours, second semester.

e. Modern Spanish Classics. De Tornos' Combined Spanish Method completed. Matzke's Spanish Readings. Original composition. Five hours, first semester.

f. Spanish Classics. De Tornos' Combined Spanish Method reviewed. Spanish classics. Cervantes' El Cautivo, and Formes' El Si de las Ninas. Original composition. Five hours, second semester.

g. Elementary Latin. Collar and Daniel's Beginners' Latin Book. Simple constructions. Practical exercises in syntax and the acquisition of a liberal vocabulary. Lectures are also given in classic mythology and the early history of Rome. Five hours, first semester.—Prof. Wolfe.

h. Elementary Latin. Collar and Daniel's Beginners' Latin Book completed. Collar's "Via Latina." Five hours, second semester. Prof. Wolfe.

i. Kelsey's Caesar. Books 1 and 2; Bennett's Latin Grammar and Bennett's Latin Prose Composition. Easy exercises in composition and lectures on the history of the Roman Republic, Five hours, first semester.—Prof. Wolfe.

j. Kelsey's Caesar. Books 3 and 4 completed. Bennett's Latin Prose Composition completed. Exercises in easy sight translation and a study of the relationship between English and Latin Grammar. Five hours, second semester.—Prof. Wolfe.

1. German Composition. Drill in writing stories, anecdotes, etc., from memory. Reading of texts from Baumbach, Seidel, and Helene Stoekl. The object in these courses in German is to make students familiar with the spirit and genius of the language. Five hours, first semester.—Prof. Andelin.

2. German Composition. Grammar and Composition continued. Students given individual texts to read at home and relate in the class (in German) Reading of "Aus dem Leben eines Taugenichts," "Hoeher als die Kirche," "Frau Holde," "Soll und Haben." Five hours, second semester.—Prof. Andelin.

3. German Literature. Bernhardt's "Litteratur Geschichte" studied in connection with reading of masterpieces of principal authors. Comparison of style and diction. Five hours, first semester.—Prof. Andelin.

4. German Classics. Reading of Goethe's Meisterwerke. Original composition and critical grammar. Five hours, second semester. Prof, Andelin.

5. Kelsey's Cicero. Four orations against Cataline; Allen and Greenough's Latin Grammar. Lectures on Roman constitution, government, and social life. Exercises in composition and sight reading. Five hours, first semester.—Prof. Wolfe.

6. Cicero (continued). Orations for the Manilian Law and for the poet Archias. Text-books and supplementary work as in Course 5. Five hours, second semester.—Prof. Wolfe.

MATHEMATICS.

Mathematical studies are as a rule preparatory studies; that is, they condition the election of many other studies, such as physics and other branches of science. It is recommended also that students consult professors and teachers in Mathematics before electing their studies. In the High School the aim is to give a thorough drill in the manipulation of mathematical formulae; the work of the last year is the same as the first year in college.

a. Normal Arithmetic. This course is designed especially for those students who are preparing to teach, and to meet the requirements of the public schools will be the chief aim.

The Speer System will be emphasized, though other books of reference will be used. Five hours, first and second semesters.—L. H. Cannon.

b. Elementary Algebra. This course is designed for beginners, and will include a careful consideration of the subjects treated in Fisher and Schwatt's Elements of Algebra to page 224. Five hours, first and second semesters.—Sec. 1, Prof. Partridge: Sec. 2, W. F. Ward.

c. Elementary Algebra. (continued.) Fisher and Schwatt's Elements of Algebra completed. Required, Algebra a. First and second semesters.—Sec. 1, Prof. Partridge. Sec. 2, W. F. Ward.

d. Advanced Algebra. This course is designed for students who intend to make Mathematics a major subject, though it is recommended to all students who have time to take it. In it are considered: Indeterminate equations, undetermined coefficients, compound interest, annuities, probability, continued fractions, determinates, and theory of equations. Required, Algebra b. Two hours, first semester.—W. F. Ward.

e. Plane Geometry. A consideration of the straight line, the circle, proportional lines, similar polygons, areas of polygons and circles. Five hours, first and second semesters. —Prof. Partridge.

f. Solid Geometry. A rapid review of e, followed by a study of lines and planes in space as illustrated in polyhedrons, cylinders, cones, spheres, etc. Required, Mathematics e. Text-book: Phillip's and Fisher's Elements of Geometry. Three hours, second semester.—Prof. Partridge.

1. Trigonometry. Special emphasis on demonstration of of trigonometric formulae and their application to the solution of triangles. Required, Mathematics b, c, and e. Text-book used: Phillip's and Strong's. Five hours, first semester.—W. F. Ward.

2. Analytic Geometry. Relations between equations and their loci. Construction of the straight line, transformation of coordinates, the circle, parabola, ellipse, hyperbola. equation of second degree, higher plane curves, and an introduction to solid analytics. Required, Mathematics 1. Tanner and Al-

len's text-book will be used. Five hours, second semester.—Prof. Partridge.

3. Differential Calculus. Differentiation of elementary forms, expansion of functions, maxima and minima, tangents and normals, asymptotes, contact and curvature, curve tracing. Required, Mathematics 2. McMahon and Snyder's Differential Calculus will be used as a text. Five hours, first semester.—W. F. Ward.

4. Integral Calculus. Relation between differentiation and integration, methods of integration, geometrical applications in finding areas, lengths of curves, volumes of solids, and an introduction to ordinary differential equations. Required, Mathematics 3. Murray's Integral Calculus will be used as a text. Five hours, second semester.—W. F. Ward.

5. Quaturnians. An elementary course as given in Hardy's Elements of Quaturnians. Three hours.-- W. F. Ward.

6. Theory of Equations. An advanced course, with Burnside and Panton's Theory of Equations used as a text. Required, Mathematics 4. Five hours.—W. F. Ward.

7. Differential Equations. An elementary course in ordinary and partial differential equations. Murray's Differential Equations will be used as a text. Required, Mathematics 4, and preferably Mathematics 6. Five hours.—Prof. Partridge.

8. Solid Analytic Geometry. Aldis' Solid Geometry used as a text. Five hours.—Prof. Partridge.

9. Projective Geometry. Covers the work included in Cremona's Projective Geometry. Required, Mathematics 5. Three hours, first and second semesters.—Prof. Partridge.

10. Advanced Conic Sections. Salmon's Conic Sections used as a text. Required, Mathematics 7. Three hours.—W. F. Ward.

11. Advanced Differential Calculus. Todhunter's Differential Calculus used as a text. Required, Mathematics 9. Three hours.—W. F. Ward.

12. Advanced Integral Calculus. Todhunter's Integral Calculus used as a text, supplemented by lectures. Required, Mathematics 10. Five hours.—Prof. Partridge.

13. Binary Quantics. Elliott's Algebra of Quantics. Required, Mathematics 12. Five hours.—Prof. Partridge.

14. Theory of Functions. Harkness and Morley's Introduction to Analytic Functions. Five hours.—W. F. Ward.

15. Theory of Numbers. Portions of Matthews' Theory of Numbers with emphasis upon congruences and binary quadratic forms. Required, Mathematics 13. Five hours.—Prof. Partridge.

NOTE.—Applicants for Mathematics 5 to 15 inclusive may arrange time with instructor.

ENGINEERING.

a. Elementary Woodwork. Care and use of tools, sawing, planing, mortising, and tenoning. Four hours' practice each week required. Two hours' credit. First and second semesters.—B. T. Higgs.

b. Elementary Woodwork. Glue-jointing, dove-tailing, wood-carving, and wood-turning. Four hours' practice each week required. Two hours, first and second semesters.—B. T. Higgs.

1. Advanced Woodwork. Cabinet-building, theory in house-finishing, harmony and proportion, plain stair-building, and a general line of the most practical exercises. Four hours practice each week required. Hours of credit and work arranged with instructor. First and second semesters.—B. T. Higgs.

2. Advanced Woodwork (continued). Theory of building from drawings, with practical illustration in roof building in plain and complicated forms, and a general line of carpenter work. One year in draughting is required. Four hours' practice. Hours of credit and work arranged with instructor. First and second semesters.—B. T. Higgs.

3. Pattern-making. Instruction in the making of patterns for castings. Hours arranged with the instructor.

4. Foundry-work. Practice will be given in moulding in sand, preparatory to running off heat. Patterns will be moulded and cast, students assisting in all the steps. Hours arranged with the instructor.

5. Forge-shop. Students will make many articles, such as chains, hooks, chisels, tongs, ladles, etc. Special stress placed upon tempering steel. Hours arranged with the instructor.

6. Machine Shop. Practice will be given in the use of machines; in the construction of machinery. Hours arranged with the instructor.

7. Mechanical Drawing. The work embraces a thorough training of the hand and eye in outline drawing, elementary perspective, model and object drawing, drawing from casts, and sketching machines. Four hours, ffrst semester.

8. Descriptive Geometry. Problems relating to the point, line, and plane. Surfaces of revolution. Intersection and development of solids. Shades and shadows. Three hours' recitation and two hours' drawing. Required, Mathematics 1, and preferably Mathematics 2. Five hours, second semester.—W. F. Ward.

9. Mechanical Drawing. Use and care of instruments. Mounting of paper. Drawing of plane and geometrical figures. Practice in lettering. Drawing parts of simple machines. Required, Engineering 7 and 8. Four hours, second semester.

10. Machine Design. This course begins with the designing and drawing of the elementary parts of machines. Plan and elevation drawings. Methods of representing sections. Four hours, first semester.

11. Machine Design. Continuation of 10. Blue prints. Tracing. Finishing drawings for the pattern shop. Required, Engineering 10. Four hours, second semester.

12. Architectural Drawing. Study of the ancient and modern styles of architecture. Principles of perspective. Required, Engineering 9. Four hours, second semester.

13. Architectural Drawing. Continuation of 12. Invention of design. Drawing of fences, out-buildings, plans of grounds, stores, bridges, dwellings, etc. Required, Engineering 12. Four hours, second semester.

14. Statics. Composition and resolution of forces, moments, couples, conditions for equilibrium, centre of gravity, machines, friction work. Required, Mathematics 1 and

preferably Mathematics 4. Five hours, first semester.—E. D. Partridge.

15. Dynamics. Velocity, acceleration, motion under gravity, the laws of motion, impulse, work, energy, projectiles, collision of elastic bodies, the hodograph and normal accelerations. Required, Engineering 14. Loney's Statics and Dynamics will be used as a text. Five hours, second semester.—E. D. Partridge.

16. Chain Surveying. Methods of triangulation, ranging outlines, overcoming obstacles, and mapping and plotting from data furnished by field work. The latter half of the semester is devoted to the use and care of instruments, and to the elements of topographical drawing. Methods of determining areas, recording field-notes, and establishing fixed lines. Mathematics 1 is required. Five hours, first semester. —Prof. Tanner.

17. Plane Surveying. Laying out and dividing land. Plane table surveying, government surveying, city surveying, legal aspect of government surveying, and leveling. The latter half of the semester is devoted to practical field work. Engineering 16 is required. Five hours, second semester.—Prof. Tanner.

18. Railroad Surveying. Survey, location, and construction of railroads. The work will consist of operations in the field, plotting of field-notes, and making finished drawings of the field operations. Three hours, second semester.—Prof. Tanner.

19. Topographical Surveying. Transit and Stadia. Plane Table, Field-work and drawing. Three hours, second semester.—Prof. Tanner.

20. Electrical Measurements. Lectures and laboratory work. Measuring resistances, determining voltages and currents. Carhart and Patterson. Five hours, first semester.—J. E. Hickman.

21. Electro-dynamic Machinery. Lectures and recitations. Theory of dynamos and motors. Testing for efficiency. Five hours, second semester.—J. E. Hickman.

22. Electric Power Systems. A study of the arrangement and cost of different electric lighting and power systems. Testing

arc and incandescent lamps for efficiency. Five hours, first semester.—J. E. Hickman.

23 Metallurgy. Consideration of the ores of the common metals. Practical methods now used in the extraction and refinement of the useful metals. Lectures and recitations. Required, Physical Science 4 and 5, and Natural Science 7. Five hours, first and second semesters.—J. L. Brown.

NATURAL SCIENCE.

a. Physical Geography. This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Distribution of water surface. The Ocean: area, depth, composition, temperature, waves, currents, tides. The Land: varieties of land surface treated in the light of their evolution. Five hours, first and second semesters.—Caleb Tanner.

b. Elementary Botany. This course should be preceded by course a. The aim in this course is to give a fundamental knowledge of the plant kingdom. To make teachers acquainted with the general structure and relationship of plants, especially of the inter-mountain region. Each student is expected to properly classify, label, and mount fifty species of plants. Bergen's Foundations of Botany will be used as a text. Three recitations and two laboratory periods each week. Five hours' credit, second semester.—Prof. Hinckley.

c. Elementary Zoology. This course aims to give a knowledge of the structure and relationship of animals gained from the systematic study and dissection of specimen types in the laboratory. Half a semester is devoted to the lower forms of animal life and a half to the study of vertebrate zoology and classification. Recommended as work of reference: Orton's Comparative Zoology. Two recitations and three laboratory periods. Natural Science g is required for this course. Five hours, first semester.—Prof. Hinckley.

d. Elementary Geology. This course is divided into three subdivisions, viz: Dynamical, Structural, and Historical.

The course is designed to give a general knowledge of the subject. Brigham's Text Book of Geology will be used, which will be supplemented by readings from Le Conte, Dana, and reports of the Government Geological Survey. Field and laboratory work form an interesting and important part of the work. Natural Science a and b are required. Four hours each semester. Prof. Hinckley.

e. **Lithology.** A consideration of the common rocks; their physical qualities, mineral constituents, and geographical distribution. Two hours, second semester.—Prof. Hinckley.

f. **Elementary Astronomy.** Lectures and text-book. Work with telescope. Newcomb and Holden's text. Five hours, second semester.—Caleb Tanner.

g. **Elementary Physiology.** Blaisdell's Practical Physiology. Physical habits and development will receive special emphasis. Five hours, second semester.—J. E. Hickman.

h. **Advanced Physiology.** Physiology proper and its relation to anatomy, psychology, economics, and nutrition. Edward's Hygiene with Anatomy and Physiology. Five hours, first semester.—J. E. Hickman.

1. **Plant Physiology.** This course comprises the structure and functions of plants and their relation to environment. The course is conducted by means of readings, lectures, and laboratory work. Natural Science b is required. Five hours, first semester.—Prof. Hinckley.

2. **Ornithology.** This course will include a study of the common birds of Utah with special reference to their relation to agriculture. Laboratory and field work. Natural Science c is required. Three hours, second semester.—Prof. Hinckley.

3. **Economical Geology,** as applied to rock-forming minerals, materials of construction, building stones, relation of Geology to agriculture, health; metalliferous deposits, their geological position, etc. Written papers and laboratory work. Natural Science d or Physical Science c is required. Five hours, first semester.—Prof. Hinckley.

4. **Geological Biology.** This course is open to all students who have completed Natural Science d or an equivalent. It is

offered as an introduction to Paleontology. It will be carried on by means of lectures, readings, laboratory and field work. Special attention being given to a study of fossil forms, their life-history, and the evolution of our earth and its organisms. Williams' Geological Biology will be used as text. Natural Science b and d are required. Five hours, second semester. Prof. Hinckley.

5. Geology of Utah. With special reference to formation and economic products. This work will consist largely of careful research in the original monographs and geological reports of the United States Geological Survey. Field-work and individual collection. Five hours, first and second semesters. Prof. Hinckley.

6. Crystallography. The work concerns itself principally with an elementary discussion of the structure, form, and physical qualities of the common minerals. The laboratory work in this course will be based upon the collection of crystal models and natural crystals. Toward the close of the course Chemical and Determinative Mineralogy will be introduced, while in the laboratory the student will be taught the various blow-pipe tests for the determination of the common minerals. Two hours' recitation and two hours in laboratory. Three hours' credit, first semester.—Caleb Tanner.

7. Mineralogy. Required, course 6, or equivalent. In this course the general character of the common mineral species as chemical compounds is considered, together with an account of their association and geographical distribution. The laboratory work consists of blow-pipe and other chemical tests, applied by students to known and undetermined materials. Three hours' recitation, four hours in laboratory. Five hours' credit, second semester.—Caleb Tanner.

PHYSICAL SCIENCE.

The work in Physical Science has been greatly facilitated by the acquisition of new apparatus and appliances. The various courses are conducted by combining with the theory of Physical Science the best laboratory methods. In ele-

mentary work the experiments in the laboratory cover the entire subject studied in the class room.

a. Elementary Physics. This course includes mechanics of solids, molecular forces in liquids, and heat. Room XIV. Four times a week, first semester.—Nathaniel Baldwin.

b. Elementary Physics. This course includes sound, magnetism, electricity, and light. Room XIV. Four times a week, second semester.—Nathaniel Baldwin.

c. General Chemistry. Lectures and laboratory work. This is a study of the important facts and fundamental theories of Chemistry; the laws of chemical combinations; the writing of equations expressing chemical actions; and the solving of chemical problems. Five hours, first and second semesters.—Prof. Brown.

d. General Chemistry. Continuation of course c. Five hours, second semester.—Prof. Brown.

1. College Physics. Mechanics, sound, and light. Mathematical demonstrations of physical laws. A knowledge of plane Trigonometry is indispensable. Carhart's University Physics Five hours, first semester.—Prof. Hickman.

2. College Physics. Electricity, magnetism, and heat. A continuation of course 1. Carhart's University Physics. Five hourse, second semester.—Prof. Hickman.

3. Laboratory Physics. Experiments in general Physics. Use of instruments of precision in determining fundamental laws. Austin and Thwing. Two hours, three times, first and second semesters.—Prof. Hickman.

4. Qualitative Analysis. Lectures and laboratory work. Qualitative determinations of bases and acid radicals. Analysis of unknown substances. Five hours, first and second semesters.—Prof. Brown.

5. Quantitative Analysis. Laboratory work. Quantitative determinations of the various elements contained in given substances. Five hours, first and second semesters.—Prof. Brown.

6. Assaying. The treatment of ores of different metals. Determination of the value of gold, silver and lead ores. Three hours, first and second semesters.—Prof. Brown.

7. Organic Chemistry. Lectures and laboratory work. Five hours, first and second semesters. Prof. Brown.

8. Chemical Philosophy. Lectures and recitations. Open to those who have had courses c and 4. Three hours, first and second semesters.—Prof. Brown.

PEDAGOGICS.

The courses in Pedagogics are designed for the preparation of professional teachers. They are intended to cover all subjects necessary for teaching in primary and high schools. Instruction given in lectures is supplemented by text-books and general reading.

a. Theory of Teaching. This course deals with educational aims, scope of education, outline history of education, and general theories of education as set forth by ancient and modern educators. Lectures supplemented by research on the part of the student. Seeley's History of Education, and current educational literature. Two hours, first and second semesters.—Ass't-Prof. Cannon.

b. School Management. Comparison of the so-called new education with the old education. The ideal and real in education. Relationship of educational factors, the home, the school, the church, the state, the press, society in general. Aptitudes in education. Persons whom education most affects; teachers, pupils, patrons, school officers. School management including school organization, regulations, rewards, punishments, recreations. School plans and programs. Lectures supplemented by personal research. White's School Management and Hughes' Mistakes in Teaching. Two hours, first and second semesters.—Prof. Brimhall.

c. Methods. Review of subjects taught in Public Schools; each in accordance with the most advanced educational principles and practices. Methods and devices emphasized from a physiological point of view. Five hours, first and second semesters.—Ass't-Prof. Cannon.

d. Parenthood. Lectures, discussions, essays, readings, and correspondence with eminently successful parents. Con-

ditions of congenial companionship. Requisites of proper parenthood. Heredity and home. Environment. Management of infants, and youths. Formation of habits. Development and modification of likes and dislikes in offspring. Two hours, first and second semesters.—Prof. Brimhall.

e. Elementary Psychology. Relation of Psychology to individual development. Psychology in Education. Roark, complete. Requirement. Algebra a. Three hours, first and second semesters.—Asst-Prof. Cannon.

f. Pedagogical Psychology. Relation of Psychology to Sociology, Theology, Ethics and Pedagogics, Lectures supplemented with complete text of Halleck's Psychology and Psychic Culture, Psychology of Education by Compayre, Psychology applied to Education by Baldwin. Requirements. Natural Science g and Pedagogics e. Three hours per week, first and second semesters.—Prof. Brimhall..

g. Normal Penmanship. Instruction and practice in blackboard writing, special emphasis being given to vertical writing. Three hours (one hour's credit), first semester—R. E. Allen.

h. Normal Penmanship. Continuation of A. Three hours, (one hour's credit), second semester.—R. E. Allen.

NORMAL DRAWING.

i. Pictorial Drawing. The pedagogical value, rather than the artistic and technical side of the courses in drawing, will be emphasized. Study and expression of real and apparent form in common objects. Still life, fruits, vegetables, leaves, and flowers will be largely used as subject matter. Material: pencils, paper, india ink, sepia. Two hours, first semester.—Ass't-Prof. Aretta Young.

j. Decorative Drawing. Study of simple historic ornament. Principles of design and their application in modern manufactories. Composition of geometric and natural designs suited to practical purposes. Study of type forms through development of surface and through representative drawing. Color classification and color harmonies will be introduced with design work. Material: pencils, paper, water colors, manilla board. Two hours, second semester.—Ass't-Prof. Aretta Young.

k. Free-hand Perspective. The principles of linear, angular, and circular perspective will be given through a study of common household objects, outdoor scenes, and landscape pictures. Light, shade, and cast shadows will form part of the work. Material: paper, pencils, india ink, sepia. Two hours, first semester.—Ass't-Prof. Aretta Young.

l. Texture and Color Study. This study will be pursued in connection with geography and nature study drawing. Land surfaces, trees, foliage, and animals will be the main objects of study. Material: paper, crayons, pencils, water colors. Two hours, second semestr.—Ass't-Prof. Aretta Young.

m. Illustrative Drawing. In this course methods of teaching and practice in quick and ready blackboard illustration for language, geography, and science lessons will be emphasized. Aims and methods of teaching drawing, and form study, in the elementary school, will be subjects for study and discussion. One hour, first and second semesters.—Ass't-Prof. Aretta Young.

n. Advanced Drawing. This course is intended for those who have aptitude in the work, and who desire to prepare themselves for special teachers or supervisors of drawing. It will include a review and a continuation of the entire work of previous courses. The utilitarian, artistic, and pedagogical value, as viewed by great educators, will form part of the method work. Three hours, first and second semesters. —Ass't-Prof. Aretta Young.

1. History of Pedagogy.—Lectures and reading of pedagogical literature. Brief outline of education among Oriental nations. Principles of Pedagogy down to the Reformation. Text-book, Compayre's "History of Pedagogy." Students are required to prepare and present four essays on special topics. Requirement for this course. History b. Three hours, first semester.—J. E. Hickman.

2. History of Pedagogy. Taking up in detail the theories and practices from the Reformation down to the present time. Educational systems of France, Germany, England, United States, and Utah. Each student will be required to write and deliver a lecture on some leading topic of this course. Requirement. Pedagogics 1. Three hours, second semester. —J. E. Hickman.

3. School Supervision. The art of grading and arranging courses of study. Examination of teachers. Teachers' institutes. Educational economy. School laws. Lectures, discussions, and essays, supplemented with readings from reports of the Educational Bureau, the N. E. A., and current magazines. Two hours, first and second semesters.—Prof. Brimhall.

4. Deductive Logic. Davis' Elements of Deductive Logic. Three hours, first semester.—J. E. Hickman.

5. Inductive Logic. Davis' Elements of Inductive Logic. Three hours, second semester.—J. E. Hickman.

6. Philosophy of Education. This is an advanced course in Pedagogics. Designed for those who are pursuing special studies in education. Lectures, supplemented by reading. Rosenkranz, Tate, and Spencer. Two hours, first semester.—Prof. Brimhall.

7. Philosophy of Education. Continuation of 6. Lectures, discussions, and essays. Texts: Herbart's Science of Education, Hinsdale's Art of Study. Lessons from Kellogg's Educational Foundations. Two hours, second semester.—Prof. Brimhall.

8. Advanced Psychology.—This course is intended to acquaint the students with the results of modern research and investigation into psychological problems. Lectures and supplementary readings. James' and Ladd's Psychologies, and Ribot's German Psychology of Today. Pyschology a and b are required. Two hours, first semester.—J. E. Hickman.

9. Advanced Psychology. Continuation of 5. Psychology of the curriculum. Two hours, second semester.—J. E. Hickman.

HISTORY.

The course in History covers a period of three years in High School and two years in the College. The general aim is to lead the student to an understanding of history by showing the causal relations of events, rather than merely to memorize facts. The aim also includes training in the systematic use of books, and other historical material.

a. American Colonial History. Periods of discovery' exploration, and colonization. Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Montgomery's Student's History of the United States, supplemented by standard historical works. Three hours, first semester.—Prof. Swenson.

b. United States History. Critical period, and the formation of the Constitution. Westward expansion; rise, development, and solution of the slavery question; the Civil war and Reconstruction. Method of treatment and reference same as in course a. Three hours, second semester.—Prof. Swenson.

c. General History. Especially adapted to Normals who have not time to take the Collegiate courses. It deals with social customs and home life and thought, rather than with political movements, Greek and Roman mythology and myths, from an educational standpoint. Eastern Nations are considered. Myer's General History, Part I. Three hours, first semester.—W. M. Wolfe.

d. General History (continued). The Middle Ages, influence of Mohammedanism. Teutonic and Romanic influences, Chivalry and Feudalism, the Crusades, and the Reformation, are treated. Myer's General History, Part II. Five hours, second semester.—W. M. Wolfe.

e. American Constitutional History. Adapted especially for students who are unable to pursue the more general courses. Lectures. Five hours, first and second semesters.—R. A. Anderson, Esq.

f. Civil Government. The making of the American government; the state governments and the national government. The last five weeks are devoted to a consideration of parliamentary law, according to Roberts' Rules of Order. Five hours, second semester.—J. B. Keeler.

1. Grecian History. Considers the political history, and the evolution of Grecian social and political ideas. Grecian art, philosophy, mythology, and literature emphasized. Lectures and discussions. Myer's History of Greece used as a text. Five hours, first semester.—W. M. Wolfe.

2. Roman History. The aim of this course is to afford a study of the social and political institutions of Rome, with emphasis on the political organization, law, literature, and art. Decline of the Empire and rise of the Church. Morey's Outlines of Roman History. Five hours, second semester.—W. M. Wolfe.

3. Mediaeval History. A general view of the Middle Ages. Considers the relations of the Christian Church to the Pagan and Christian Empires. Romanic and Saracenic influences on the Germanic civilization. Charles the Great and a theory of universal empire. Hildebrand and the theory of the universal church; the Feudal system, Crusades, and the origin of the modern nations of Europe. Fisher's Mediaeval Europe. Five hours, first semester.—Prof. Swenson.

4. English History. Aims to trace the social, political, and commercial development. Colonial Expansion and its relation to European and American history. Larned's English History used as a text. Five hours, second semester.—Prof. Swenson.

MUSIC DEPARTMENT.

This department aims to give theoretical and practical instruction in branches indispensable to the educated musician, and has this advantage over private instruction, that by a participation of many in the same studies a true musical feeling is awakened; a feeling which promotes industry, spurs to emulation, and is a preservative against one-sidedness in taste—a tendency against which every singer and player, especially during training years should be on his guard. By the singing of the choir in daily devotional exercises, by the rendering of programs, and by taking part in two concerts given each semester, pupils are afforded opportunity to become accustomed to public performances, and are thereby the better able to satisfy the demands which the present makes upon the musician.

Theoretical instruction discusses harmony, part writing, counterpart, canon, forms of composition. Practical instruction is given (1) in singing; (a) choral, (b) quartette, (c) solo, (d) method of teaching: (2) instrumental music: (a) pianoforte, (b) organ, (c) solo playing, (d) accompaniment, (e) playing in public, (f) violin, (g) wind instruments.

Courses extend over three years or six semesters; four in the High School and two in the College. At the beginning of each year new classes are organized. Every pupil applying for admission must undergo an examination by which it will be ascertained whether he possesses talent necessary for his enrollment. Pupils exhibiting sufficient preliminary knowledge and capability, can at once be placed in upper classes. Should it be thought necessary, these pupils may be required to attend lower classes as "repetition."

Private instrumental music is arranged for between students and the various instructors. It is given by the semester and payable in advance. Methods and text-books modern; trend of work toward the classic.

a. Reading and Voice-building. Two hours, first semester.—Prof. Lund.

b. Reading and Part-singing. Two hours, second semester, Prof. Lund.

c. Style Anthems. Two hours, First semester, Prof. Lund.

d. Expression, Criticism, Easy Choruses. Two hours, second semester.—Prof. Lund.

e. Harmony. Common triads. Inversions. Chords of Seventh. Four hours, two hours' credit, first semester.—Prof. Lund.

f. Harmony (continued). Altered chords. Passing tones. Modulations. Key relations. Four hours, three hours' credit, first semester.—Prof. Lund.

g. Band Music. Four hours, two hours' credit, first semester.—Ass't-Prof. Miller.

h. Band Music. Continuation of a. Four hours, two hours' credit, second semester.—Ass't-Prof. Miller.

i. Orchestra. Four hours, two hours' credit, first semester.—Ass't-Prof. Miller.

j. **Orchestra.** Continuation of i. Four hours, two hours' credit, second semester.—Ass't-Prof. Miller.

1. **Difficult Quartette and Chorus.** Three hours, first semester. —Prof. Lund.

2. **Opera.** Selections from oratorio and opera. Three hours, second semester.—Prof. Lund.

3. **Conducting Bands and Orchestras.** One hour, first and second semesters.—Ass't-Prof. Miller.

HOUSEHOLD ECONOMICS.

The object of the courses in Household Economics is to prepare young women for direct usefulness in the home. The aim throughout is practical, rather than theoretical. Seven courses are offered in Domestic Art., which includes instruction and practice in plain machine sewing, dressmaking and art needle work. Eight courses are offered in domestic science which aim to fit girls for efficiency in plain and fancy cookery, nursing, dietetics, etc.

a. **Plain Sewing.** This course consists of hand-sewing, giving practice in the various stitches on pieces of suitable material. The making of various simple articles. Two hours, first and second semesters.—Prof. Young.

b. **Machine Sewing.** Drafting of patterns and making of various undergarments. Cutting and making of simple outergarments, such as childrens' dresses, dressing saques, or dresses without lining for adults. Two hours, second semester.—Prof. Young.

c. **Dressmaking.** Drafting of patterns. Two skirts, waist, basque, French basque front, tight-fitting sleeve, shirt-sleeve, coat-sleeve, shirt-waist, collars and cuffs. The making of shirt-waists and complete dress with lining. Practice in various stitches and in dressmaking. Students are expected to be proficient in plain sewing before entering this course. A course in Drawing is given parallel with the Dressmaking course on beauty of form. Talks and discussions on hygienic dress, beauty of design in dress suited to various figures, and color and propriety in dress, form an important part of this

course. Three hours, first and second semesters.—Prof. Young.

d. Dressmaking. (continued.) Drafting of patterns. Coat, various kinds of skirts and waists in vogue, child's dress, wrappers, and princess dress. Practice in fitting. The making of a jacket and a trimmed dress. Three hours, first and second semesters.—Prof. Young.

e. Art Needlework. Drawnwork, knitting, crocheting. Two hours, first and second semesters.—Prof. Young.

f. Art Needlework. (continued.) Simple embroidery stitches, their application on doilies and other articles. Cut-work, underletting, Oriental embroideries. Working of conventional and natural designs. Two hours, first and second semesters.—Prof. Young.

g. Art Needlework. (continued.) Point lace stitches. Advanced embroidery. Battenburg, Honiton, and other point laces. Two hours, first and second semesters.—Prof. Young.

h. Cookery. In this will be included the care and equipment of a model kitchen and dining-room. Table-setting, serving, etc. The composition and value of foods, their proper combinations and the best methods of preparing them. Practice will be given in the following: cookery of eggs, meats, vegetables, soups, cereals, bread, fancy-bread, pastry, puddings, sauces, desserts, bottling. In this course, as in all the work in cookery, the chemistry of foods will be studied in connection with their preparation, and the necessary experiments made as the work proceeds. Text-books: Mrs. Kellog's Science in the Kitchen, Mrs. S. W. Dodds' Health in the Household, Chemistry of Cooking and Cleaning, Mrs. E. H. Richards, Boston Cook Book, The "Oread," Art of Cookery, Mrs. Ewing. Requirements, Physical Science a and c. Two hours' recitation, three times, first semester.—Miss Whittaker.

i. Cookery. This course is rather a continuation of Course h, but will comprise more advanced work. Practice will be given in the following: salads, dressings, entrees, game, souffles, crouquettes, frozen desserts, etc. Two hours' recitation, three times. first semester.—Miss Whittaker.

j. **Fancy Cookery.** In this course the preparation of dishes not served on the every day table will be studied. Also the art of dining and entertaining; and the service of formal course dinners; such as every house-keeper at some time or other may be called upon to prepare and preside over. Two hours' recitation, three times, first semester of second year.—Miss Whittaker.

k. **Invalid Cookery.** The study of nutrition is made of first importance. Special emphasis is placed upon the results of laboratory and hospital investigation as to the nutritive value and digestibility, the best methods of preparing, and the most attractive manner of serving, the various foods. Two hours' recitation, two times, second semester.—Miss Whittaker.

l. **Emergencies.** In this course the student will be given such information as will enable her, in the case of an accident, to be of service to her friends in their extremity. Special attention will be given to the following: wounds and their dressing and care; sprains, dislocations and their treatment; fractures; convulsions, and croup; poisons and antidotes; unconsciousness and shocks; the use of the triangular and roller bandages, etc. Three hours' recitation, first semester. —Miss Whittaker.

m. **Home Nursing.** This course aims to give special training in the care of the sick in cases where a professional nurse cannot be secured. Lessons will be given in the propping and lifting of helpless patients; transportation of the sick and injured; observing and recording pulse, respiration, temperature, furnishing, warming, ventilating, and the care of the sick-room; bathing, dressing, and administering food and medicine to the patients. Two hours, second semester.—Miss Whittaker.

n. **General House-keeping.** This course includes the study of the home; the selection of location; the building of the home from foundation to attic, including materials used, the plumbing, lighting, heating, ventilation, etc. The surroundings, lawns, trees, and shrubbery; emphasizing sanitary and hygienic surroundings. Furnishing the home for the purpose

of convenience, adornment, and happiness of the inmates. Marketing and laundry will be studied briefly, also. Two hours, first semester.—Miss Whittaker.

o. Dietetics. This includes a more applied study of foods and their chemical and nutritive value. Two hours' recitation, first semester.—Miss Whittaker.

COMMERCIAL COLLEGE.

FACULTY.

GEORGE HENRY BRIMHALL, B. PD., D. SC. D., Acting-President.

JOSEPH B. KEELER, M. AC., D. B., Principal. *Science of Accounts, Commercial Law, Commercial Geography.*

EDWARD HENRY HOLT, B. PD., D. B., *Shorthand.* (*Certificated Teacher.*)

FREDERICK GILBERT WARNICK. (*Graduate Rochester Business Institute*), *Business Practice Banking, Arithmetic.*

ROBERT EUGENE ALLEN. (*Graduate Rochester Business Institute*), *Business Writing, Business Correspondence, Civil Government, Economics.*

N. LARS NELSON, B. PD., D. B. *English.*

JOHN C. SWENSON, A. B., D. B. *History.*

GEORGE MICHAEL COPE. *Spelling.*

EMMA S. SIMONS. *Telegraphy.*

ALICE YOUNG. *Typewriting.*

ERNEST D. PARTRIDGE, B. S., D. B. *Algebra and Geometry.*

CALEB TANNER, B. S. *Physical Geography.*

JOHN E. BOOTH. *Law.*

FEES AND EXPENSES.

All fees and tuition are payable in advance.

Tuition. First year, $45.00; every succeeding year, $15.00. For one semester, only, $23.00 first semester; $27.00 second semester. Special courses, per semester: Book-keeping, $12.00; Shorthand, $10.00; Typewriting, $10.00; Shorthand and Typewriting combined, $15.00; Telegraphy, $6.00. All other studies at the rate of $6.00 per semester for a five-hours' course.

Fees. Annual Library fee of $1.00 is charged all students on entering.

For Graduation Papers: Degree, $10.00; Diploma, $5.00; Special Certificates, $1.00

Board and Rooms. Board ranges in price from $2.50 to $3.50 per week. Many students prefer to rent rooms and board themselves thus greatly reducing their expenses. The rent of rooms ranges from $2.00 to $4.00 per month.

ADMISSION.

Applicants for admission to the Commercial College must be at least fourteen years of age, and when not admitted on certificate must pass examination in the following branches:

Arithmetic. Fundamental principles; Simple numbers; Fractions; (compound and decimal); Percentage and Interest. Essentials No. 2, or an equivalent.

Grammar. Parts of speech, their uses and relations in connected discourse. Ability to analyze simple and compound sentences. A short composition may be required. Reed & Kellogg's Higher Lessons or an equivalent.

Geography. Position, boundaries, coast lines, and chief ranges and rivers of grand divisions; principal cities of the world and the geography of the United States. Frye's complete Geography or an equivalent.

Reading. Ability to read ordinary prose.

Spelling and Punctuation. Ability to spell common English words and punctuate the simpler forms of sentences.

Penmanship. Ability to write a free, legible hand. Specimens of penmanship will be required.

NOTE.—Candidates failing in no more than two of the above subjects will be permitted to enter with "conditions." These conditions must be worked off before the opening of the next school year after entrance. Candidates for admission to the High School, Normal School or Commercial College, who have completed the eighth grade work in any approved school may be admitted without examination on presentation of their certificates.

When to Enter. Students may enter at any time, though it is better to commence at the beginning of the school year, or with the beginning of the second semester. However, as the Book-keeping is taught on the individual plan, a student may enter at any time without serious disadvantage.

GRADUATION.

Students who have successfully completed the studies of the four years' business course will upon the recommendation of the principal and a two-thirds vote of the faculty, receive from the Board of Trustees, the Degree of Master of Accounts, (M. Ac.) Upon the satisfactory completion of any one of the brief courses, students may receive a Diploma; and upon the satisfactory completion of any one of the special courses they may receive a Certificate.

COURSES OF STUDY.

Courses of study have been arranged to meet the demands of the several classes of students who enter business colleges. There are some who are not prepared to take a full four years' course, and, therefore, studies have been grouped so that the student may have a larger range of choice.

1. A general four years' commercial course, embracing 19 different subjects exclusive of electives. 150 hours' credit required for graduation.

2. A brief course in Book-keeping, embracing 10 subjects exclusive of electives. 75 hours required for graduation.

3. A special course in Book-keeping and Arithmetic.

4. A brief course in Shorthand and Typewriting, embracing 10 subjects exclusive of electives. 76 hours required for graduation.

5. A Special course in Short-hand and Typewriting.

6. A brief course in Telegraphy, embracing 6 subjects exclusive of electives. 35 hours required for graduation.

7. A special course in Telegraphy and Typewriting.

FOUR YEARS' BUSINESS COURSE.

First Year.

I. SEMESTER.		II. SEMESTER.	
Theology a	3	Theology b	3
Commercial Arithmetic a.	5	Commercial Arithmetic b...	5
or Commercial Arithmetic a2	4	or Commercial Arithmetic a2	4
English a	5	English b	5
Book-keeping a	5	Book-keeping b	5
Penmanship a	2	Penmanship b	2

Second Year.

I. SEMESTER.		II SEMESTER.	
Theology c	3	Theology d	3
Business Correspond'ce a.	5	English c	5
Mathematics b (Algebra).	5	Mathematics e (Geometry).	5
or Commercial Arith. c2..	2	Book-keeping d	5
Book-keeping c	5	Typewriting b	2
Typewriting a	2		

Third Year.

I SEMESTER.		II SEMESTER.	
Theology e	3	Theology f	3
English d	3	English 1	3
Shorthand a	5	Shorthand b	5
History b	3	History f (Civil Government)	2
Commercial Geography a	4	Law b (Parliamentary Law)	1
History f (Civil Government)	2		

Fourth Year.

I. SEMESTER.		II. SEMESTER.	
Theology 1	3	Theology 2	3
English 2	3	English 3	2
Natural Science a (Physical Geography)	5	Law a	5
		or Law a2	2
Economics a	3	Economics b	3
Commercial Law a	2	Commercial Law b	2
Elective	5	Elective	5

BRIEF COURSE IN BOOK-KEEPING.

First Year.

I. SEMESTER.		II. SEMESTER.	
Theology a	3	Theology b	3
Book-keeping a	5	Book-keeping b	5
Commercial Arithmetic a	5	Commercial Arithmetic b	5
Penmanship a	2	Spelling a	2
English a	5	Elective	5

Second Year.

I. SEMESTER.		II. SEMESTER.	
Theology c	3	Theology d	3
Book-keeping c	5	Book-keeping d	5
Business Correspon'ce a	5	History f (Civil Government)	2
Economics a	3	Economics b	3
Commercial Law a	2	Commercial Law b	2
History f (Civil Govern-ment)	2	Elective	5

BRIEF COURSE IN SHORTHAND AND TYPEWRITING.

First Year.

I. SEMESTER.		II. SEMESTER.	
Theology a	3	Theology b	3
Shorthand a	5	Shorthand b	5
English a	5	English b	5
Penmanship a	2	Penmanship b	2
Spelling a	2	Spelling b	2
Typewriting a	2	Typewriting b	2

Second Year.

I. SEMESTER.		II. SEMESTER.	
Theology c	3	Theology d	3
Shorthand c	5	Book-keeping a	5
Correspondence a	5	History f (Civil Government)	2
Commercial Law a	2	Commercial Law b	2
Economics a	3	Economics b	3
Civil Government a	2	Elective	5

BRIEF COURSE IN TELEGRAPHY.

I SEMESTER.		II SEMESTER.	
Theology a	3	Theology b	3
Telegraphy a	5	Telegraphy b	5
Typewriting a	2	Typewriting b	2
Penmanship a	2	Penmanship a	2
Business Correspond'ce a	5	Spelling a	2
Elective	3	Elective	3

THEOLOGY.

a. Church History. Three hours, first semester.—Sec. 1, J. E. Hickman; Sec 2, O. W. Andelin; Sec. 3, E. D. Partridge; Sec. 4, F. G. Warnick; Sec. 5, R. E. Allen; Sec. 6, W. F. Ward.

b. Book of Mormon. Three hours, second semester.—Sections and teachers same as a.

c. Life of Christ. Three hours, first semester.—Sec. 1, E. S. Hinckley; Sec. 2, J. C. Swenson.

d. Apostolic Age. Three hours, second semester.—Sections and teachers same as c.

e. The Pentateuch. Three hours, first semester.—A. C. Lund.

f. The Prophets. Three hours, second semester.—A. C Lund.

1. Principles of the Gospel. Compendium. Lectures and Discussions. Three hours, first semester.—Sec. 1, N. L. Nelson; Sec. 2, Inez Knight; Sec. 3, L. H. Cannon.

2. Principles of the Gospel. Three hours, second semester.—Sec. 1, N. L. Nelson; Sec. 2, Inez Knight; Sec. 3, L. H. Cannon.

BOOK-KEEPING.

Students with no previous preparation are first assigned work in the Theory department. This consists of lectures on the Science of Accounts with practical illustrations and the Budget System of Book-keeping. The student next learns to "keep books" in double and single entry by a variety of methods, designed to illustrate various labor-saving journals and devices, and to explain wholesale, retail, and commission business, etc. Along with this work he is required to make out invoices of goods, statements, balance sheets, and to draw up notes, drafts, and checks, according to legal and approved forms.

a. Budgets a, and b Part I. This study takes up commercial forms and business principles. The work is largely practical; i. e., making out of business papers, opening, posting, and closing of books, etc. Lectures and work in Sadler-

Rowe's Office Practice and Budget a, and b Part I. Five hours, first and second semesters.—Prof. Keeler.

b. Budget b, Part II, including Corporation Book-keeping and Single Entry. Five hours, first and second semesters.—R. E. Allen.

c. Business Practice. Here actual business is carried on. The capital invested is college currency. Buying and selling in the strictest sense becomes, therefore, an every-day experience of the student. He rents places of business and makes out the leases; buys real estate and makes out deeds; pays freight and express charges for goods received over the college railway; makes out invoices of goods sold, and draws up notes for things bought on time; deposits money in a natural and sensible way, just as it is done every day. Also a brief course in Book-keeping for manufacturing. Five hours, first and second semesters.--F. G. Warnick.

d. Banking and Expert Book-keeping. Here the student takes his turn in the various business offices and banks. At one time he is wholesaling goods; at another he is in the real estate business; then he is freight agent, and so he occupies positions which develop skill and ability and give valuable experience. Students of other colleges outside of Provo do business by mail with the students in this course. This course also embraces a very extensive study in the theory and practice of Banking; with lectures on the organization of banks and other corporations. Currency and business topics generally are treated. Five hours, first and second semesters. —F. G. Warnick.

COMMERCIAL ARITHMETIC.

This study is all that its name implies—arithmetic for business men. Many students on entering the College need a little "brushing up" before they are able to enter upon this subject. These will find proper places in some of the many arithmetic classes taught daily in other departments.

a. Commercial Arithmetic. From page 1 to 193 Sadler's Commercial Arithmetic. (Business College Edition.) Special attention is given to the applications of percentage and practice in rapid calculations. Five hours, first and second semesters.—F. G. Warnick.

b. Commercial Arithmetic. Continuation of a. Page 193 to end of book. Embraces interest, true interest; bank discount, equation of accounts, and partnership settlements. Five hours, first and second semesters.—F. G. Warnick.

NOTE.—For students who are somewhat backward, and who have not had a thorough course in Arithmetic in the public schools, three courses are offered which cover the same ground as a and b. These courses are designated in the tabulated list of studies as, a2, b2, c2. Ten hours' credit is given for the three courses.

MATHEMATICS.

b. Elementary Algebra. This course is designed for beginners, and will include a careful consideration of the subjects treated in Fisher & Schwatt's Elements of Algebra to page 224. Five hours, first and second semesters.—Prof. Partridge.

e. Plane Geometry. A consideration of the straight line, the circle, proportional lines, similar polygons, areas of polygons and circles. Five hours, first and second semesters. —Prof. Partridge.

COMMERCIAL LAW.

Every man should be his own lawyer,—more for the purpose of keeping out of difficulty, than perhaps of getting out when in. The student is made acquainted with those features of law that every business man should understand. It should not be understood, however, that this study embraces the whole realm of commercial law, but such subjects as are most important to business men.

a. Commercial Law. Lectures supplemented by text-book. This study embraces the subjects of contracts, agency, partnerships, corporations, guaranty, sale of goods, commercial paper, real estate, etc. Sadler-Rowe's Commercial Law. Two hours, first semester.—Prof. Keeler.

b. Commercial Law. Continuation of a. Two hours, second semester.—Prof. Keeler.

HISTORY.

b. United States History. Critical period, and the formation of the Constitution. Westward expansion; rise, development,

and solution of the slavery question; the Civil war and Reconstruction. Three hours, second semester.—Prof. Swenson.

f. Civil Government. The making of the American government; the state governments and the national government. Two hours, first semester.—R. E. Allen.

g. Civil Covernment. Continuation of f. Two hours, second semester.—R. E. Allen.

LAW.

a2. General Law. Lectures on the manner of passing laws: proceedings in courts, etc. Three hours recitation, (two hours' credit) first and second semesters.—Judge J. E. Booth.

b. Parliamentary Law. Rules governing the proceedings of legislative bodies, societies, public gatherings, and business meetings. One hour, second semester.—R. E. Allen.

COMMERCIAL GEOGRAPHY.

a. Commercial Geography. Lectures on commerce, supplemented by Brown's Commercial Geography and other similar works. Four hours, first semester.—Prof. Keeler.

PENMANSHIP.

A neat, legible, rapid hand-writing is demanded now-a-days, and the student is offered every opportunity for acquiring it.

a. Business Penmanship. Thorough training in position, form, movement, and speed. Movement and speed are emphasized until a neat, legible, rapid style of business writing is acquired. Five hours, (two hours' credit) first and second semesters.—R. E. Allen.

b. Business Penmanship. Continuation of a. Five hours, (two hours' credit) first and second semesters.—R. E. Allen.

ECONOMICS.

a. Economics. Economics of the family, economics of the village, economics of the city, economics of the nation, and international economics. This course covers the subject as outlined in Descriptive Economics, supplemented by lectures. Three hours, first semester.—R. E. Allen.

b. Economics. Continuation of a. Three hours, second semester.—R. E. Allen.

CORRESPONDENCE.

To write a business letter and say just what should be said without unnecessary words, and have it free from errors in form and composition is an accomplishment which few possess. It is demonstrated, however, that those who take this course in correspondence soon develop a remarkable ability for letter-writing. This branch is most important; for young people must learn sooner or later that to save time in business correspondence is one of the means to acquire wealth and lengthen life.

a. Business Correspondence. The art of business and social correspondence from the best models. Supplemented by text-book work. Five hours, first semester.—R. E. Allen.

SPELLING.

Few people spell well. English orthography is difficult to memorize, hence the need of thorough drill and practice.

a. Commercial Spelling. The New Method Speller. Five hours, (two hours' credit) second semester.—Geo. M. Cope.

ENGLISH.

The courses in English have been laid out after a careful study of the needs of the young people in the intermountain region. They aim, first of all, to supplant the crudities in expression so prevalent in the western communities, by simple and direct but pure English. They are next designed to develop literary taste, and the taste for literature, or a feeling of companionship for books. Special emphasis is given to oral composition work, and to this end methods of recitation prevail which give the students the floor as much as possible.

a. English Grammar. Experience has demonstrated that the grammar course of the grades is insufficient as a basis for the higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it being a demonstrated fact that without the practice in analysis given by such a method students are unable to cor-

rect their habits of faulty English by any other guide than what sounds right, which is practically no guide at all. Buehler's Modern Grammar. Five hours, first and second semesters.—Sec. 1, Ass't-Prof. Swenson; Sec. 2, Mrs. Cannon: Sec. 3, O. W. Andelin.

b. Practice in English. Course a or its equivalent is required. The aim in this course is to reduce the principles of English to habits by keeping students constantly on their guard respecting the purity of their daily use of the language. Emphasis is placed on the correct spelling and punctuation, Buehler's "Practical Exercises in English," "Seventy Lessons in Spelling," supplemented by such other matter as the wants of the class may suggest. In order to teach accuracy in sentence building, paragraphing, and punctuation, classic selections are dictated weekly and the students are required, from their previous knowledge of grammar, to put the same into proper form. Five hours, first and second semesters.—Sec. 1, Ass't-Prof. Swenson; Sec. 2, Mrs. Cannon; Sec. 3, O. W. Andelin.

c. Outlines of Rhetoric. Course b is required. A thorough course in diction forms the subject matter of this course. Genung's "Outlines of Rhetoric," and Strang's "Exercises in English." Original narratives and descriptions. Oral and written composition exercises alternate weekly. Five hours a week additional given by the teacher to individual criticism of compositions. Part of the regular class work is devoted to drill in the fundamentals of expression. Five hours, first and second semesters.—Prof. Nelson.

d. Outlines of Rhetoric. Course c is required. The rhetorical elements of the sentence are considered in this course. Genung's "Outlines of Rhetoric" and Strang's "Exercises in English." Narrative and descriptive writing continues to be the basis of composition work as in c. Oral and written composition alternate weekly. Two hours additional per week given to individual criticism of compositions. Drill in the fundamentals of expression forms a part of the course. Five hours, first and second semesters.—Prof. Nelson.

1. Prosody. The course begins with a some what exhaustive study of Prosody and proceeds with the analytical study of famous poems. The aim is to realize the embellishments of

Rhetoric in their native settings. Instruction and drill in effective reading for the home circle forms part of the course. Gummer's "Hand Book of Poetics" will be used as a text-book, supplemented by selections from the English Classic Series. Two hours, second semester.—Ass't-Prof. Reynolds.

2. Exposition. This course discusses the principles of literary criticism, emphasizing the forensic aspects of the subject. Sermons, lectures, and essays form the basis of work. The course is taken in connection with course 4. Genung's "Practical Principles of Rhetoric." Course c is required. Two hours, first semester.—Prof. Nelson.

3. Argumentation. Taken in connection with English 5. Continuation of course 2. Debates, orations, arguments. Two hours, second semester.—Prof. Nelson.

NATURAL SCIENCE.

a. Physical Geography. This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Distribution of water surface. The Ocean: depth, composition, temperature, waves, currents, tides. The Land: varieties of land surface treated in the light of their evolution. Five hours, first and second semesters.—Caleb Tanner.

SHORTHAND.

The value of Shorthand is universally recognized. Business men have learned that there is a better and easier way to conduct correspondence than by the tedious pen process. They have discovered that correspondence which formerly consumed the day may now be disposed of in a few minutes. This has opened the way for the professional amanuensis, and has provided an army of young people with remunerative employment. The demand is great and is steadily growing.

a. Corresponding and Easy Reporting Styles. The principles of Phonography, as given in Pitman and Howard's Manual and Pitman and Howard's Reporter's Companion, supplemented by reading from the Phonographic Reader and the Phonographic Magazine. Five hours, first and second semesters.—Ass't-Prof. Holt.

b. Brief Reporting Style. Reporting exercises, logograms, and phraseographs from the Reporter's Companion. Practice in letter-writing from the Universal Dictation Course. Five hours, first and second semesters.—Ass't-Prof. Holt.

c. Dictation. Practice in taking dictation of unfamiliar matter consisting of business letters, discourses, and court proceedings. Five hours, first and second semesters.—Ass't-Prof. Holt.

TYPEWRITING.

a. Elementary Typewriting. Learning of the Key-board, and the care and use of the different parts of the machine. Practice exercises consists of words, sentences, business letters, and commercial forms. Van Sant system used in connection with the Smith Premier machines, and the Touch Writer by Fuller is used in connection with the Remington machines. Five hours practice, (two hours' credit) first and second semesters.—Alice Young.

b. Special Writing. Transcribing of notes for shorthand students. For others speed exercises and writing from dictation. Speed exercises taken from Barnes' Smith Premier Typewriter Instructor. Five hours' practice, (two hours' credit) first and second semesters.—Alice Young.

TELEGRAPHY.

a. Elementary Telegraphy. Learning the alphabet. Practice in receiving and sending. Lectures will be given on the mechanism and use of instruments and the construction and testing of lines. Five hours, first and second semesters.—Emma S. Simons.

b. Office Practice. Sending and receiving telegrams, etc. Five hours, second semester.—Emma S. Simons.

EQUIPMENT.

This year the Commercial College will have at its disposal all of the second floor of the main building, nearly half an acre of floor space, besides other class rooms. The counting room is fitted with two elegant banks and a large number of offices. The Shorthand and Typewriting departments are also up to the full requirements of a Nineteenth century commercial school. The telegraphy department has

been greatly enlarged to meet the demand of increasing numbers of students. In fact the equipment of each department with its various class rooms is complete, and it may be said in all candor that prospective students will find no better accommodations any where in the State.

SURROUNDINGS.

A strong moral and spiritual character is prized by all men. He who possesses it has a capital with which to begin business. The social side of man must also be developed. To be able to mingle freely with one's fellows and feel at ease is something greatly to be desired.

If there is any one feature above another that characterizes the Academy, it is the training given the youth along these lines. Even those not of the Latter-day Saint faith recognize the value of the moral and social influence prevailing here. Few young men and young women come within the pale of this institution for any considerable length of time without being better equipped and made stronger for the battle of life. Parents may rest assured that the conduct of their sons and daughters will be carefully noted and proper counsel given when necessary.

GOVERNMENT.

The disciplinary part of the College is placed as much as possible in the hands of the students, with the view of developing in them the power of self-government. Obedience to the neceseary rules and regulations is enjoined upon all, both in and out of school; bnt students are taught to yield obedience from a sense of duty and right. As soon as the student demonstrates his inability to govern and control himself, the Faculty comes to his assistance.

SUB-FRESHMAN DEPARTMENT.

The courses in this department have been selected and arranged especially for the accommodation of young men and young women, and also those of mature years whose educational advantages have been limited, but who, nevertheless, are anxious to gain the rudiments of an education, or to pre-

pare themselves for the High School or College. Instructions are given in Reading, Writing, Grammar and Composition, Spelling, Elementry Science, Geography and Arithmetic. The course continues throughout the entire year.

THE KINDERGARTEN.

The Aim of this department is to give special training to all womem who have the care of children and to others who wish to be aided by the thorough discipline and increased insight which the study of the Kindergarten system gives. The department gladly extends help to primary teachers, mothers, and other persons in the education of children, and freely gives information on Kindergarten subjects to all desiring sympathy and encouragement.

Methods. The methods pursued lead to a harmonious dedevelopment of the three-fold nature of the child, viz: the physical, the mental, and the spiritual. Universal truths, truths of love, beauty, kindness, unselfishness, honor, work, and respect for the rights of others, are taught the child through play.

Those in training not only learn to lead the little ones to find and practice these truths but are led to apply them in their own lives. Through the study of child-nature and right living the student also better prepares herself for motherhood. And it is through the mother that education will receive its impetus. Froebel wished the child's education to begin at birth, or even before birth.

To the Sunday school teacher this training is invaluable. Froebel himself says, "My system of education is based on religion and must therefore necessarily lead up to religion."

Primary teachers will find the Kindergarten course especially helpful, because it leads them to the psychological and intellectual study of children and teaches them the application of methods and universal principles to life and work.

The theory classes will be open to all normal students, anticipating teaching first grade departments. This is done in order to supply the demand for Kindergarten trained teachers.

A special feature of the year's work will be a thorough course of Kindergarten in the Sunday school. This course will comprise a study of the Mother Play text-book in connection with the life of Christ. Programs will be given—comprising Songs, Talks, and stories for each Sunday during the year.

A special psychology class will be taught in connection with this work.

Extent. The Kindergarten course embraces two years'—the junior and the senior. Students entering the junior course must be at least sixteen years of age.

Expenses. Children's drpartment 25 cents per week, or two dollars ($2.00) for ten weeks. Training department same as regular Normals.

COURSES IN THE KINDERGARTEN TRAINING SCHOOL.

First Year.

I. SEMESTER.		II. SEMESTER.	
Theology	3	Theology	3
Mutter and Kose Lieder	1	Mutter and Kose Lieder	1
Gifts and Occupations	2	Gifts and Occupations	2
The Life of Froebel	1	Observation and Practice, 3 hours daily, credit	4
Observation and Practice, 3 hours daily, credit	4	Psychology b	3
Psychology a	3	Physical Culture	2
Physical Culture	2	Music	1
Nature Ssudy	3	Nature Study	3
Normal Drawing	1	Normal Drawing	1

Second Year.

I. SEMESTER.		II. SEMESTER.	
Theology	3	Theology	3
Mutter and Kose Lieder	1	Mutter and Kose Lieder	1
Pedagogics a	2	Pedagogics b	2
Program Work	1	Programs and Stories	1
Gifts	1	Science Work	3
Science Work	3	Gifts	2
Observation and Practice, 3 hours daily, credit	5	Observation and Practice, 3 hours daily, credit	5
Physical Culture	2	Physical Culture	2
Songs and Games	1	Students' Froebel	1

EXPLANATION OF COURSES.

GIFTS, GAMES, AND OCCUPATIONS.

The course includes the study of the gifts, games, and occupations of the Kindergarten as taught by Froebel. Lectures upon the principles underlying the use of the gifts, games, and occupations are given together with an opportunity to put the ideas thus gained into practice with little children, under the supervision of experienced directors. Froebel's "Pedagogics" is used as a text-book in all gift work. One hour, first and second semesters.

MUTTER AND KOSE LIEDER.

Special emphasis is placed upon the careful study of the "Mutter and Kose Lieder," as it is the foundation of the entire Kindergarten system. It is made the centre around which such other studies are grouped in the curriculum as will best aid in unfolding and illustrating its principles. Frobel himself says, "I have here laid down the most important part of my educational method." One hour, first and second semesters.—Ida Smoot Dusenberry.

MUSIC.

The greatest thinkers of the world from Plato to Goethe have realized the formative power of music in character-building. Froebel translated the dreams of others into practical reality in this creation of the Kindergarten whose atmosphere is music. One hour, first and second semesters.—Teacher from the Music department.

PROGRAM WORK.

Program work and its daily application in class work will be a matter of lecture by the Principal of the Kindergarten and suggestions and discussions by members of the class. Programs are based upon "Mutter and Kose Lieder." One hour, first and second semesters.—Ida Smoot Dusenberry.

OBSERVATION AND PRACTICE.

Each student is required to attend regularly a Kindergarten class, which will be assigned by the Principal of this

department, and act as a cadet the first and second years. During the first year the cadet will spend her time largely in observation work and small duties assigned her in the Kindergarten. During the second year she will devote her time to practical work with children and spend a certain number of weeks in visiting other Kindergartens. The Director of the Kindergarten will report regular attendance of students for which credit will be given toward graduation on the books of the Academy. First year. Four hours, first and second semesters.—Ida Smoot Dusenberry in charge.

NATURE STUDY.

This work will be given in a form which can be applied to children. It will consist of lectures in Botany, Geology, and Zoology. Three hours, first and second semesters.—Prof. Hinckley.

PSYCHOLOGY.

The regular course as given in the High School will be taken up.

THEORY OF TEACHING.

The regular course as given in the College will be followed.

PARENTS' CLASS.

One of the greatest lines of the world s work lies here before us: the understanding of little children in order that they may be trained in the home life. Correctly understood it demands of parents the highest endeavor, the broadest culture, the most complete command of self, and the understanding of their resources and environment. Parents have responded so earnestly to the opportunity of investigating what Frobel has called the science of parenthood, that a course of work and study has been arranged so as to include some part of the Kindergarten system which will aid them in understanding their children. These classes are organized for parents who feel their inability to do the highest work with children. who wish to develop the instinct implanted in the child at birth, who desire the help which the experience of other parents may bring. They are quite as valuable to primary teachers, Sunday school workers, and all others who wish to be helpful to little children. These courses occupy one evening each week. This year meetings will be held every Wednesday evening.

COURSE FOR MISSIONARIES.

The course for missionaries, which has been conducted experimentally for three semesters, will be continued during this year. It will consist of such instructions as will best fit young men and women, both as to subject matter and methods of presentation, for active duty as soon as they reach their fields of labor.

THE NORMAL TRAINING SCHOOL.

The Academy is now erecting a building, which will be completed and thoroughly equipped at the opening of school in September. The training work will be placed in the hands of persons who have not only taken normal training school courses, but who have been eminently successful as teachers in the public schools. The aim will be to give the students taking the normal course a practical preparation for actual school work under conditions existing in the schools of Utah and adjoining states. The course will consist of the planning, preparing and presenting of lessons under the observation of critic teachers, who will give individual and general criticisms to the teachers in practice. Entrance requirements: the first three years of the normal course or its equivalent from accredited high schools.

Pupils between the ages of six and sixteen, prepared to enter the respective grades, will be admitted on the payment of an expense fee of $1.00 per year. All pupils will be subject to the regulations of the Academy.

SCHOOL EQUIPMENT.

LIBRARIES.

The General Library. This consists of 5,432 bound volumes and about 6,023 pamphlets and charts. The books have been selected with great care and with special reference to the needs of the school, and include works on general literature, science, art, physiology, psychology, and pedagogy, as well as reports of the Bureau of Education, of state superintendents of schools in the different States of the Union, and the government reports of the geological and geodetic surveys.

Library of the Class of '97. This is a library of philosophical works founded by the Class of '97, and comprises now 236 volumes. The aim is to place within the reach of the students all the best works in philosophy published in the English Language.

The Marie Leland Library, founded by F. Warren Smith in honor of his maternal grandmother, contains 800 bound volumes and several hundred pamphlets. Besides works on general subjects, are the following works on science: Jahresberichte fur Chemie, 56 volumes; Berichte der Chemischen Gesellschaft zu Berlin, 73 volumes; Zeitschraft fur analytische Chemie, 18 volumes; Jahresberichte der reinen Chemie, 9 volumes.

Library of the Class of '98, or theological library, has now 631 volumes, and aims to supply the students with all the Church works and the principal works of all denominations.

Library of the Class of 1900, or library of general literature, catalogued since February, 1900, has a collection of 122 volumes. The aim of the class is to collect, as far as possible, works of the best authors, both American and English.

Library of the Class of 1902. This is a historical library. It was founded January 8, 1900, and contains 210 works, including the American Statesman series of 27 volumes, and the Famous Nations series of 20 volumes.

Library of the Class of 1903, or scientific library, founded in February, 1900, contains 260 volumes, which treat on the three great branches of natural science—geology, botany, and zoology. It is the aim of the class to contribute $100.00 each year toward a library fund for five years.

All books in the library are for the use of the students and the Faculty. Strict rules and regulations, however, govern this use, to the end that loss or destruction of books may be avoided. The applicant signs a request stating the title, volume and shelf number, which request is kept on file until the volume is returned. Under certain regulations, to be given on application, the public may have access to the library. The library doors are open every day from 8 a. m. till 5 p. m., except on Saturdays, when they are open from 10 a. m. till 2 p. m.

JOURNALS AND MAGAZINES RECEIVED.

Title.	*Where Published.*	*Source.*
Congressional Record	Washington, D. C.	U. S. Dept. Int.
Delineator	New York	B. Y. Academy
Carpentry and Building	Washington, D. C.	"
Literary Digest	"	"
American Primary Teacher	Boston	"
Paidology	Kansas	"
Typewriter and Phonographic World,	New York	"
Success	Yew York	"
Germania	Boston	"
World's Works	New York	"
Forum	"	"
McClure's Magazine	"	"
Cosmopolitan	"	"
Munsey's Magazine	"	"
Musical Courier	"	"
Scientific American	"	"
Psychological Review	"	"
American Review of Reviews	"	"
Teachers' Institute	"	"
Primary School	"	"
Educational Foundations	"	"
Our Times	"	"

School Journal	Yew York	B. Y. Academy
Public Opinion	"	"
Current Literature	"	"
Journal of Education	Jersey City	"
Intelligence	Chicago	"
Journal of Geology	Chicago	"
Saints' Herald	Lamoni, Ia	Publishers
American Geologist	Minneapolis	B. Y. Academy
Kindergarten Review	Springfield	"
Chicago Teacher	Chicago	"
Co. Supts'. Monthly	Fremont, Neb	"
Teachers' College Record	New York	"
Book-keeper	"	"
Christian Science Journal	Boston	Christian Science Pub Co
" " Sentinel	"	" " "
Washington News Letter	Washington, D. C.	Publishers
Advocate of Peace	Boston	"
Juvenile Instructor	S. L. City	Editor
Spectator	London, Eng	F. Warren Smith
Official Gazette	Washington, D. C.	U. S. Dept. Intr.
Der Stern	Berne, Switzerland	Publishers
Nat. Geographic Magazine	New York	Phys. Geography Class
Granite Monthly	Concord	Annie K. Craig
Osteopath	Los Angeles	Publishers
Health Culture	New York	"
Young Ladies' Journal	S. L. City	Editor
Mutual Improvement Era	"	M. I. A.
White and Blue	Provo	Editor
Outlook	New York	B. Y. Academy

Besides the above magazines and journals the Salt Lake papers and the county papers throughout Utah, and many local papers of the adjoining states are at the disposal of the students.

LABORATORIES.

Until further notice all work offered in Physics and Chemistry will be given in the laboratories named below.

The Holt Laboratory of Physics.—This Laboratory is maintained by the Holt Family, and is well supplied with ap-

paratus for illustrating physical phenomena, and for determining general laws of physics. The equipment for the department of Electrical Engineering includes experimental dynamos and motors, primary and secondary batteries ammeters, galvanometers, voltmeters resistance coils, and arc and incandescent lamps. A special room in the Physical Laboratory is set abart for experiments in Electrical Engineering, such as setting up dynamos and motors, measuring resistances, and for work in photometry.

The Magleby Laboratory of Chemistry. This Laboratory is maintained by the Magleby Family. Ample facilities are here afforded for practical demonstration of the theories taught in the class room. Apparatus has been provided for the elementary work, for qualitative and quantitative analysis—such as the technical examination and analysis of ores and minerals,—and for special work in Organic Chemistry.

The Beckstead Laboratory of Mehcanics. This laboratory was founded and is maintained by the Beckstead Family. It is at present supplied with tools and machinery for the simpler branches of woodwork. It has already become a popular workshop for students and promises great results in mechanical training. A department for work in iron is one of the additions contemplated in the near future.

The Hinckley Laboratory of Natural Science. This Laboratory was founded by the Hinckley family during the last year.

MUSEUM.

The Museum is rapidly becoming an important feature in the department of natural science. Excellent collections in Mineralogy, Geology, and Physical Geography, which are constantly being increased, are accessable to the students. Friends, patrons, and students of the institution are respeetfully invited to make snch donations and contributions to this department as their kindness and their ability will suggest. A record of such contributions will be kept in the archives of the Academy, and will be open for inspection at any time. In sending specimens state the name of the donor, the place where the specimen was found, and add such other facts as will be of interest to the student.

GYMNASIUM.

Physical vigor is the basis of all moral and bodily welfare, and a chief condition of permanent health. The object of gymnasium work is to promote muscular exercise and recreation for students whose health might otherwise be impaired by too close application to study. The whole work is under the control of the Director of the Gymnasium. While work in this department is not compulsory, students are advised to select the course and thereby promote health. The aim is to correct bad habits in breathing and personal bearing, and special exercises are arranged for this purpose. No one system of physical culture will predominate, but such a selection of exercises will be made from the Swedish, the Delsarte, and the German methods, as will suit the needs of students electing the course. Military drill and basket ball will form part of the curriculum.

SCHOOL SOCIETIES.

THE POLYSOPHICAL SOCIETY.

The society was organized during the first semester of the second academic year, the purpose being to furnish opportunities for profitable recreation and to encourage public speaking on the part of the students. During the past two years, however, the society has assumed more the character of a lecture bureau, aiming to bring before the students and patrons of the Academy the best available talent in the lecture and music field. The lecture calendar is made up early in the semester, and season tickets are sold to members at a nominal sum. The society has proved to be one of the Academy's best aids to a general education.

THE PEDAGOGIUM.

The Pedagogium is a Normal organization. It affords the students a practical opportunity of presenting their views and ideas on subjects considered in the class room. Presentation of subjects in lecture form is emphasized, the purpose

being to prepare students for public speaking. Lectures by eminent educators are given on special subjects of interest to young teachers. Current events are presented at each session and questions bearing on pedagogical subjects are answered. Papers on live subjects are read and discussed by the society. Vocal and instrumental music, recitations, and readings form an interesting part of the program. The society is presided over by officers selected from among the students, but is under the direction of a member of the Faculty. The society meets bi-weekly.

THE LITERARY SOCIETY.

This organization is primarily for the benefit of the classes in English, Elocution and Literature, though membership is not confined to these classes. Its programs consist of the reading of the lighter classics and plays, the delivery of original work in composition, and the holding of literary contests in stories, lectures, sermons orations and debates. The purpose is to cultivate the literary taste of students, and to furnish opportunity for acquiring facility in public speaking. It is essentially a students' organization, students preside over its meetings, and students, for the most part, furnish its programs. By the latest revision of the constitution and by-laws, a prominent feature in the future will be the promotion of inter-collegiate literary contests. The society meets every Saturday night.

LECTURES.—1900—'01.

Public lectures of general interest by members of the Faculty, and others invited from abroad, are given in College Hall usually on Friday evening. The following is the list for the year 1900—'01:

September 12.—Hon. B. H. Roberts, "Home Culture."

September 17.—Dr. G. H. Brimhall, "The Majesty of Parenthood."

October 3.—Dr. G. H. Brimhall, "The Father."

October 10.—Dr. J. M. Tanner, "The Rights of Childhood."

October 12.—Dr. Karl G. Maeser, "The Teacher."

October 17.—Dr. G. H. Brimhall, "The Mother."

October 19.—Prof. Caleb Tanner, "Charles XII."

October 31.—Dr. G. H. Brimhall, "The Child."

November 7.—Mrs. Emeline B. Wells, "The Child of Nature."

November 14.—Dr. G. H. Brimhall, "The Christian Child."

November 28.—Dr. G. H. Brimhalll, "The Child of the Republic."

December 1.—Frederick Warde, "Public Speaking as Interpreted by Shakespeare."

December 7.—Mrs. L. H. Cannon, "The Value of Pictures in the School."

December 12.—Mrs. Susa Y. Gates, "What Companionship Can Cause."

January 7.—Pres. Jos. F. Smith, "Home Culture."

January 14.—Dr. G. H. Brimhall, "Boyhood."

January 21.—M. F. Cowley, "Parental Influence."

January 28.—Dr. G. H. Brimhall, "Girlhood."

February 2.—Dr. J. M. Tanner, "China."

February 4.—Alice Merril Horne, "Home, and Home Decoration."

February 11.—Dr. G. H. Brimhall, "Youth and Its Yearnings."

February 24.—Dr. G. H. Brimhall, "What an Idea Can Do."

February 31.—Hon. W. H. King, "American Homes and Child Life."

March 7.—Dr. G. H. Brimhall, "What a Purpose Can Produce."

March 10.—Charles Ellis, "Popular Christianity vs. Unpopular Mormonism."

March 21.—Dr. G. H. Brimhall, "What an Inspiration Can Accomplish."

March 25 to April 4.—Mrs. Urquhart Lee, "Parliamentary Law."

April 19.—Ernest Seton-Thompson. Afternoon, "Wild Animals." Evening, "Wild Animals that I have Known."

April 26.—W. E. Rydalch, "Lights and Shades of University Life."

April 30.—Miss Murcut, "Australia."
May 1.—Dr. J. E. Talmage, "Childhood and Youth."
May 3.—J. E. Hickman, "The New Education."
May 8.—Gov. Heber M. Wells, "Benefits of Early Training."

RECITALS.

September 15.—Miss Mariam Nelke.
March 1.—Prof. Heffley, Piano Recital.
April 27.—Miss Katherine Oliver, "Lass O' Lowrie."

MUSICAL.

November 23.—Under the direction of Prof. Lund.
December 5.—Under the direction of Prof. Lund.

ENROLLMENT DURING 1900--1901.

Name.	Home Address.	Course.	Hours.
Acord, Olive	Chester	Normal	37
Acord, Alonzo	Spring City	"	18
Adams, James L.	Parowan	High School	104
Adams, Ada	Juab	Normal	15
Adamson, Alphonso	Am. Fork	Commercial	0
Alexander, William	Provo	High School	18
Alexander, May	"	Normal	117
Alleman, John W.	Springville	Commercial	42
Alleman, Clifford	"	"	20
Allen, Elijah	Mesa Ariz.	"	89
Allred, John G.,	Lehi	Normal	22
Allred, Minerva	"	"	36
Amundson, Julia	South Jordan	"	9
Anderberg, Thilda	Provo	"	15
Andersen, Cordelia	Manti	"	9
Andersen, Sylvia	Fairview	"	28
Andersen, Christian H.	Fillmore	"	16
Andersen, Archbald H.	Fairview	"	38
Andersen, Nora	"	"	3
Andersen, Anna	St. John, Ariz.	"	14
Andrews, Charles	St. George	Missionary	15
Archibold, Marjorie	Park City	Normal	11
Argyle, Jane	Spanish Fork	"	0
Argyle, Joseph M.	Lake Shore	"	3
Argyle, Joseph L.	"	"	3
Argyle, Fannie M.	"	"	5
Ashby, Edith	Holden	"	9
Ashby, Robert	"	"	69
Ashworth, Elsie	Provo	"	15
Austin, Emma	Lehi	"	77
Austin, Agnes	"	"	7
Babbitt, Homer	Mesa, Ariz.	Missionary	15
Bagley, Lewis Loraine.	Montpelier, Ida.	High School	18
Balander, Christian	Orderville	Missionary	15
Baldwin, Elizabeth	Provo	Normal	21
Barnett, Ella	Spring Lake	"	8

Name.	Home Address.	Course.	Hours.
Barney, Royal T.	Provo	Commercial	2
Barney, Elizabeth Viola	"	Normal	75
Barney, Frank E.	Kanosh	Missionary	24
Bartholemew, Joseph S.	Fayette	Normal	31
Bartholemew, Julia	"	"	23
Barton, Mary V.	Bluff	"	54
Barton, Morgan	"	"	31
Barton, Joseph F.	"	"	52
Bateman Samuel W.	West Jordan	Missionary	0
Bates, Harriett May	Payson	Normal	50
Beard, George Howard.	Coalville	Missionary	46
Beasley, Mary	Provo	Normal	13
Beck, Elmer	"	Commercial	41
Beck, Minnie	Alpine	"	48
Beckstead, Charles M.	West Jordan	"	21
Beckstead, Lawrence	Riverton	"	2
Beebe, George O.	Provo	"	5
Beesley, Mary J.	"	Normal	36
Bennett, Frank T.	"	Commercial	51
Berg, Edna	"	Normal	8
Berry, Wm. W.	St. John, Ariz.	"	0
Betteride, Sarah	Grouse Creek	"	39
Beus, Charles	Hooper	Missionary	0
Biglow, Elijah	Provo	Normal	48
Bird, Roswell	Mapleton	Commercial	0
Bird, Vernon R.	Springville	"	60
Bird, Hannah	Mapleton	Normal	19
Bird, Charles	Manti	"	15
Bishop, Nora	Fillmore	High School	39
Black, Bertha	Coyote	Normal	8
Blackner, George	Owen, Wyo.	Missionary	0
Blake, Herbert J.	South Jordan	Commercial	5
Blohm, Dora	Santaquin	Normal	18
Boley, Lillian	American Fork	"	3
Bond, Marlow	Mesa Ariz.	Missionary	10
Bown, Leo	Fayette	Normal	0
Bowen, Mary A.	Spanish Fork	"	57
Bown, John	Fayette	"	30
Boyer, Trysa	Springville	"	10
Boyle, Wm. H.	Santaquin	"	91
Boyle, James H.	"	"	34

Name.	Home Address.	Course.	Hours.
Brannan, Minnie	Vernal	High School	9
Brasher, Reuben	Huntington	Commercial	89
Brimhall, Hannah	Payson	Normal	50
Brimhall, Mark	Provo	"	53
Brimhall, Wells	"	"	76
Brimhall, Dean	"	"	0
Brimhall, Harris P	"	"	0
Broadbent, Sylvester	Monroe	"	101
Brockbank, Isaac E	Spanish Fork	"	57
Brough, Thos. J	Owen Wyo	Missionary	8
Brown, Virginia	Lehi	Normal	0
Brown, Sytha	Pleasant Grove	"	18
Brown, John W	Nephi	Commercial	18
Brown, Jasper D	Grantsville	"	0
Bullock, Effie	Provo	Normal	7
Bullock, Wm. E	"	"	5
Bunnell, Vernee L	Lake View	Missionary	0
Bunnell, Stephen I	Vinyard	"	8
Burraston, Sophronia	Goshen	Normal	42
Busby, Viola G	Ceder Fort	"	0
Bush, Barbara Marie	Lehi	"	11
Bushnell, John D	Meadow	"	10
Byland, Augusta	Santaquin	"	54
Calderwood, James S	Coalville	"	38
Callister, Thos. Clark	Fillmore	High School	82
Campbell, Pheobe J	Provo	Normal	102
Carling, Amelia	Orderville	"	20
Carlyle, John W	Heber City	Missionary	7
Carter, Barbara	American Fork	Normal	14
Chadwick, Arthur	Preston, Ida	"	20
Childs, Berthena	Springville	Normal	92
Christensen, Fred T	Sanford, Colo	Normal	12
Christensen, Christian	Randolph	"	21
Clark, Peter G	American Fork	Commercial	18
Clayton, Clarence L	Timpanogos	Missionary	0
Cluff, Harvey M	Juarez, Mex	High School	3
Cluff, Walter E	Provo	Normal	51
Cluff, Birda J	"	Commercial	7
Cluff, Elmo	"	"	20
Collier, Daniel	Vernal	High School	61
Colton, Warren A	"	Normal	81

Name.	Home Address.	Course.	Hours.
Colton, Byron O.	Vernal	High School	85
Colvin, Tracy	Payson	"	0
Colvin, Kadie	"	Normal	41
Colvin, Irene	"	"	71
Cook, Sidney D.	Provo	Commercial	0
Coons, Thaddeus	Centre Ward	"	32
Cope, George M.	Tropic	Normal	101
Cox, Elvira	Fairview	"	17
Cox, Frank L.	Bunkerville, Nev.	"	13
Cox, John	Fredonia	Missionary	2
Cram, Victor D.	Draper	Normal	0
Cram, Mark W.	"	"	0
Crandall, Wm. B.	Springviile	High School	0
Crandall, Bertha	"	Normal	16
Crandall, Milan	"	Commercial	33
Crandall, Merl	"	Normal	12
Crane, Bert	Provo	Commercial	8
Crane, John T.	Colton, Utah	"	0
Cropper, Mary A.	Deseret	Normal	17
Cropper, Sebrina	"	"	64
Cropper, Edgar L	"	"	58
Crowther, Grace	Sanford, Col.	"	19
Curtis, Vella	Mapleton	"	0
Curtis, Ruth	"	"	17
Curtis, Charles W.	Salem	Commercial	2
Curtis, Clara	Springville	Normal	3
Curzon, John	Alpine	Commercial	13
Cutler, Ross B.	Glendale	High School	21
Dack, Wm. C.	Fayette	Normal	6
Dalley, Heber	Summit	Missionary	5
Dana, Loran	Mesa, Ariz.	"	10
Daniels, Leah	Provo	Normal	3
Davis, Earl	"	"	33
Davis, Fred	"	"	16
Davis, Archie	Heber	Missionary	5
Day, Albert R.	Fillmore	Normal	44
Davis, Edwin S.	St. John, Ariz.	Commercial	91
Day, Parley	Fillmore	Normal	5
Deal, Luty D	Springvilie	Commercial	12
Decker, Lena D.	Bluff	Normal	5
Decker, James B., Jr.	"	Commercial	15

Name.	Home Address.	Course.	Hours.
Devey, Edith	Alpine	Normal	34
Dixon, Arnold	Provo	Commercial	0
Dorrity, Dennis S.	Kanosh	Normal	0
Douglass, Annie	Provo	"	10
Dudley, Stephen M.	Jensen	"	40
Duke, Robert R.	Heber City	Missionary	10
Edmunds, David J.	Wales	Mormal	73
Edmunds, Nathaniel.	"	Commercial	43
Edwards, David B.	Paragoonah	Normal	36
Edwards, Joseph M.	"	"	23
Eggertsen, Achsa H.	Provo	"	16
Ekins, George W	"	Commercial	15
Ellertson, Etta	Mona	Normal	3
Ellertson, Louis	"	"	11
Elliott, Katie	Provo	"	39
Ellsworth, Claude	Lewisville Ida.	Missionary	5
Englestead, Annie	Mt. Carmal	Normal	8
Ercanbrack, Alta	Provo	High School	3
Ercanbrack, Otis	"	Commercial	12
Ericksen, Clarence	"	"	17
Esplin, Minnie E.	Orderville	Normal	20
Evans, William E.	Lehi	Commercial	35
Evans, George W.	Kamas	Normal	3
Evans, Frederick	Benjamin	"	13
Fairbanks, George A	Payson	"	41
Farley, Theodore	Timpanogos	Missionary	0
Farnsworth, Karl	Beaver	"	18
Farnsworth, Ida	"	Normal	134
Farrer, Wayne	Provo	Commercial	13
Farrer, Ernest	"	Normal	11
Featherstone, Jos. F.,	Am. Fork	Normal	76
Fillerup, Albert F.	Vinyard	"	81
Finlayson, Lisle	Payson	"	43
Finley, Lydia	Springville	"	27
Fish, Silas L.	Snowflake, Ariz.	Missionary	22
Fletcher, Harvey	Provo	Normal	18
Fletcher, Calvin	"	"	101
Follett, William	Gilla, Ariz.	Commercial	5
Ford, Hyrum C.	Kannara	Missionary	10
Forgie, William	Milford	High School	13
Foster, Solon J.	St. George	Missionary	12

Name.	Home Address.	Course.	Hours.
Francis, Nellie J.	Lake Shore	Normal	40
Francis, Rosa	Lake Shore	"	33
Francom, William	Payson	"	8
Freeman, Louie	St. John	"	17
Gage, Willaette	Provo	Commercial	5
Gallup, Pearl,	Springville	Normal	23
Gardner, William	Salem	"	14
Gardner, Maud May	"	"	3
Gardner, Clarence	Pine Valley	"	17
Gee, Martha	Provo	Normal	15
Glazier, Albert	Johnson	Missionary	10
Greenwood, Marion	Fillmore	High School	20
Greenwood, Alice	Am. Fork	Normal	40
Greer, Margaret	Provo	"	18
Greer, William	Wallsburg	Missionary	7
Griffin, Emily	Kanarra	Normal	7
Grover, Joseph T.	Provo	"	3
Gudmundsen, Bessie	Springville	"	12
Gudmundsen, Ray	Iona, Ida	"	17
Hales, Albert	Cedar Fort	Missionary	0
Hales, Matilda	Deseret	Normal	44
Hall, Maud.	Springville	Commercial.	0
Hammond, Fletcher B.	Moab	Normal	32
Hanks, Wm. M.	Charleston	Missionary	5
Hanson, Bessie	Levan	Normal	17
Harris, Clarence E.	Provo	"	67
Hatch, John L.	Woods Cross.	"	0
Hawkes, Estes	Rexburg, Ida.	Missionary	0
Haws, Edna M.	Provo	Normal	10
Hayes, John E	Pl. Grove	Commercial	5
Haymond, Wm. B.	Springville	"	24
Henrie, Amanda	Panguitch	Mormal	3
Henrie, Alvira R.	Provo	"	0
Henroid, Bernetta	Eureka	"	21
Henroid, May	Am. Fork	"	16
Henry, John B.	Provo	Commercial	10
Henry, Lizzie F.	Fillmore	Normal	16
Hiatt, Rilla	Salem	"	19
Hicken, Mary	Heber City	"	17
Hickman, Laura	Benjamin	"	86
Higgs, George H.	Provo	Commercial	12

Name.	Home Address.	Course.	Hours.
Hill, George R.	Springville.	Normal	9
Hill, Lafayette	Mesa, Ariz.	Missionary	15
Hill, Elsie	Lake Shore	Normal	13
Hill, Ivy	Lawrence	"	0
Hines, Tressa	Provo	High School	21
Hines, Arnold	"	"	5
Holbrook, Ora	"	"	40
Holdaway, Etna N.	"	Normal	15
Holladay, Charles O.	Santaquin	"	18
Holladay, Rozella.	Spring Lake.	"	15
Holman, George E.	Pleasant Grove	High School	8
Homer, John A.	Provo	Commercial	47
Hooks, Elmer	"	Normal	80
Hopkins, Karl	Kanosh	"	65
Horne, Margaret	Richfield	"	19
Houtz, Matilda	Springville	"	13
Houtz, Lucinda	"	High School	0
Howe, Effie B.	Provo	"	14
Hoyt, James F	Nephi	Normal	144
Hulet, Charles F	Snowflake	Missionary	20
Hunter, Wallace G.	Am. Fork	Normal	40
Huntington, Oliver B.	Springville	Commercial	0
Hyde, John W.	Nephi	"	19
Jackson, Lafayette	Manassa	Missionary	0
Jackson, George	Johnson	"	10
Jacobson, Alvin	Moroni	Normal	24
Janson, Hildur	Santaquin	"	52
Jarvis, Brigham, Jr.	St. George	High School	13
Jarvis, Orin W.	"	"	46
Jarvis, Annie C.	"	"	19
Jarvis, Clarence S.	"	"	107
Jensen, Eva	Parowan	"	14
Jensen, James P.	LaJara, Colo.	"	77
Jensen, Mary C.	"	" Normal	55
Jensen, Andrew F.	Moroni	Commercial	26
Jensen, Jens C.	Timpanogos	Missionary	5
Johnson, James	Salem	Normal	0
Johnson, Seth	Nephi, Ariz.	Missionary	0
Johnson, Sadie L.	Provo	Normal	94
Johnson, John P.	Spring City	High School	8
Johnson, Hannah H.	"	Kindergarten	5

Name.	Home Address.	Course.	Hours.
Johnson, Cassie	Springville	Commercial	7
Johnson, Andrew T.	Vernal	Normal	67
Jolley, Kenneth W.	Mt. Carmal	Missionary	5
Jolley, William Thos.	Tropic	"	0
Jones, Joseph	Grouse Creek	"	7
Jones, Joseph Henry.	Payson	High School	15
Judd, James H.	Upton	Missionary	5
Kartchner, Asael W.	Timpanogos.	Commercial	15
Keeler, Charles	Pima	"	5
Kellett, William	Timpanogos.	Missionary	5
Kelley, Orson N	Am. Fork	Normal	40
Kempe, Geneva	Concho, Ariz	"	42
Kempe, Ruth Lula	St. John, Ariz	"	57
Kienkie, John H.	Nephi	"	18
Kimber, Ellen	Grouse Creek	High School	3
Kimber, George	"	Missionary	20
King, Susan	Coyote	Normal	11
King, Margaret R.	"	"	28
King, Irvin	"	Commercial	0
King, Volney H.	"	Missionary	8
Kirkham, Hyrum R.	Lehi	Normal	18
Kirkham, Francis W.	"	"	111
Knight, Lawrence	Am. Fork	"	6
Knight, Jennie P.	Provo	High School	0
Knight, Edward	Santa Clara.	Commercial	0
Lane, Luella M.	Forsythe, Mont.	Normal	49
Laney, George C.	Kamas	High School	86
Leak, William J.	West Jordan.	Missionary	0
LeBaron, Almon.	Mesa, Ariz.	"	8
Lee, Stuart	Woodruff	High School.	20
Lemon, Margaretta.	Marion	Normal	17
Lemon, Peter K.	Colonia Diaz.	"	41
Leseuer, Alice	St. John, Ariz.	"	13
Levi, William	Beaver	Missionary	3
Lewis, Stella	Sp. Fork	High School	7
Lewis, Nettie	"	Normal	29
Lewis, William	Kanab	"	51
Little, Malcolm	Colonia Diaz.	"	149
Lowe, William J.	Willard	"	20
Lowe, Royal C.	"	"	20
Lymam, Mary	Bluff	"	5

Name.	Home Address.	Course.	Hours.
Lytle, John A.	Eagarville.	Missionary	10
Madsen, Luella	Manti.	Normal	12
Madsen, Eunice	"	"	18
Maiben, Myrtle	Provo	"	33
Mangum, Ernest	Eureka	"	3
Markham, Bertha	Sp. Fork	"	58
Mariott, Omers	Provo	"	33
Marshall, George	Minersville	Commrecial	43
Mason, Fred	Parker, Ida	Missionary	0
Mathis, Albert	Harmony	"	3
Matson, William	Mapleton	"	0
McCarty, Arthur	Am. Fork	Commercial	18
McMullin, Chloe	Wellington	Normal	0
McPherson, Allen	Nephi	Commercial	15
Mellor, John O.	Fayette	Normal	104
Mellor, Ray D.	"	"	15
Melville, Lois	Fillmore	High School	10
Melville, John Harvey	"	Normal	18
Mickleson, James	Manti	Commercial	31
Miller, Wm. R.	Provo	"	10
Miller, Gertrude	Price	High School	13
Miller, Teenie	Provo	Commercial	31
Miner, Austin C.	Springville	Normal	9
Misener, Jesse	Am. Fork	Commercial	10
Molen, Adrienne	Springville	High School	8
Molen, Kenneth L.	"	Commercial	0
Moore, Daisy S.	Provo	"	0
Moore, Melinda	Spring Lake	Normal	14
Moore, Don Elmo	Provo	Commercial	5
Morgan, John F	Grouse Creek	High School	5
Moulton, John W.	Heber	Missionary	5
Moncur, Reuben	Mt. Carmal	"	5
Moyle, Parley	Alpine	Commercial	5
Muir, Milton	Randolph	"	5
Muir, William S.	"	Missionary	15
Mulliner, Joseph S.	Iona, Ida.	Commercial	10
Murdock, Royal J.	Charleston	"	10
Murdock, Ida	Heber	Normal	134
Murdock, Dora	"	"	16
Myers, Louis J	Riverton	Commercial	8
Nash, Josephine	Salem	Normal	5

Name.	Home Address.	Course.	Hours.
Nebeker, Aurora	Payson	High School	12
Neff, Andrew	Nephi	Normal	167
Nelson, Jacob A	Pl. Grove	Commercial	0
Nielson, Niels J	South Jordan.	"	34
Nuttall, Henry	Provo	"	5
Oldroyd, Carrie	Glenwood	Normal	12
Oliver, Nellie	Provo	"	48
Olson, Mary Jane	Salem	"	59
Olson, Anna Louise.	"	"	98
Openshaw, Melissa	Santaquin	"	49
Otterson, Victoria	Provo	High School	15
Pace, James	Park City	Missionary	10
Pack, Lambert	Kamas	Normal	57
Pack, Mosher F	"	High School	138
Palfreyman, Edward	Springville	Commercial	12
Palmer, Joseph	Orderville	Missionary	15
Palmer, Alphonso M	Taylorsville	Commercial	9
Park, Albert	Timpanogos	Missionary	0
Parker, David	Parker, Ida	"	0
Parry, James	Cedar City	"	5
Paskett, Philip J	Grouse Creek.	"	7
Passey, Joseph A	Provo	Normal	10
Passey, James S	Mesa	"	29
Paxton, Charles	Kanosh	Missionary	2
Paxton, Susannah	"	Normal	14
Pearce, Annie	Provo	"	12
Perry, Rhoda	"	"	94
Petersen, George W.	Mesa	Commercial	10
Petersen, Hyrum	Kanesville	Normal	29
Petersen, Hans C	"	"	80
Petersen, James L.	Fairview	"	5
Petersen, Katie M.	Kanesville	"	74
Petersen, Niels C	Manti	"	101
Petersen, Peter P	Kanesville	"	118
Petersen, Lewis	Elsinore	Commercial	3
Petersen, Frank	Hinckley	Missionary	0
Phelps, Gove E	Mesa	Commercial	43
Pollock, Wm. W	Kanarra	Missionary	0
Potter, Nellie	Orderville	Kindergarten	3
Potter, LeRoy	Payson	Commercial	41

Name.	Home Address.	Course.	Hours.
Powell, Edward..	Upton	Missionary	5
Powelson, Mary N.	Goshen	Normal	18
Pratt, Olive	Provo	"	48
Pratt, Parley P	"	"	16
Pratt, Lester M	"	"	31
Preston, Sarah E.	Am. Fork	Commercial	64
Price, James R.	Charleston	"	8
Price, Edna	Goshen	Normal	18
Redd, Hattie E.	Bluff	"	19
Redd, Lemuel H.	"	Commercial	20
Rees, Esther	Provo	Normal	27
Rees, Florence	"	"	0
Reed, John B.	Sanford, Colo.	Missionary	10
Reid, Edgar T.	Manti	Normal	183
Reid, Alice	"	"	14
Rencher, Maud	Pine Valley	"	16
Reynolds, Byron R.	Sanford, Col.	Missionary	10
Rhodes, Julia	Lehi	Normal	15
Richmond, Fred.	Provo	Commercial	8
Robinson, May	Am. Fork	Normal	8
Robinson, Mark	Mapleton	Normal	114
Robinson, Herbert..	"	"	3
Robinson, Eliza	Coalville	Commercial	3
Robinson, James W.	"	Normal	39
Robinson, Alford A.	Am. Fork	Commercial	101
Robinson, John	"	Normal	20
Robinson, Heber E..	"	"	112
Robison, Abbie	Kanosh	High School	0
Robison, Laura	"	Normal	44
Robison, Clara	"	"	16
Rogers, Andrew L.	Snowflake	Missionary	0
Rollins, Charles	Owen..	"	0
Ronnow, Clara	Panaca	Normal	25
Ronnow, Lilith	"	Commercial	26
Ross, Ida	Lehi	Normal	64
Ross, Alice	Joseph	"	44
Rowan, Elliott	Coyote	Commercial	13
Russon, Thomas	Lehi	Missionary	10
Salisbury, Ge.	Timpanogos	Commercial	32
Sanders, Edmund.	Gunnison	Normal	60
Schofield, Nellie	Evanston	"	51

Name.	Home Address.	Course.	Hours.
Schow, Thomas	Escalante	"	58
Secrist, Horace	Farmington	"	18
Seleck, Ernest	Lewisville	Missionary.	0
Sells, Wilford J	Nephi	Commercial	23
Sevey, Sarepta	Panguitch	Normal	35
Shand, Maggie	Manti	Commercial	17
Skinner, Samuel H.	Timpanogos	Missionary	0
Slaughter, Eveline	Frisco	High School	28
Smart, Zella	Logan	Normal	5
Smart, Orenie A	Provo	"	0
Smart, Carl	Logan	Commercial	3
Smith, Joseph F	Lehi	Normal	18
Smith, Ethel	Provo	"	34
Smith, Thomas W	Preston	Commercial	13
Smith, Hanibal H.	Bug Hill, N.C.	Normal	33
Smith, Lafayette	Cary, Ida	Missionary	10
Smith, Zora	Provo	Normal	161
Snow, Ruby	Mapleton	"	8
Snow. Leo A	St. George	"	38
Snow, Ethel	Provo	"	78
Snow, Annie, M	Am. Fork	"	49
Snow, Josephine	"	"	54
Snow, Josephine C.	St George	,,	15
Snow, Maroni M	Provo	High School	8
Snow, Perry G	Manti	Normal	117
Snow, Alice	"	"	17
Snow, Mark A	Provo	High School	10
Snyder, Florence M.	"	Normal	42
Stark, Lulu	Payson	Commercial	40
Starley, Bertha	Fillmore	"	15
Standring, John E.	Lehi	"	51
Steel, James H	Iona	"	15
Steel, William J	"	Normal	10
Stevens, Clarence E.	Holden	Commercial	20
Stevens, Lettie M	Bluff	Normal	52
Stevens, Alma	Holden	"	17
Stewart, Fanny	Provo	High School	0
Stewart, Lola D.	Lehi	"	10
Stewart, Luella	Pl. Grove	Normal	64
Stewart, Claire	"	"	64
Stocking, Lucy	South Jordan	"	57

Name.	Home Address.	Course.	Hours.
Shatton, David T	Provo	Missionary	0
Strang, James J	Springville	Commercial	0
Strong, Elmer	Provo	"	0
Stubbs, Mamie	"	Normal	63
Sudwicks, Joseph	Junction	"	69
Sutton, Claud	Grantsville	"	13
Talmage, Susa	Provo	"	115
Tanner, Leonard	"	High School	14
Tanner, Freeman	"	"	79
Taylor, Hazel	"	"	25
Taylor, May	Heber	Normal	14
Taylor, Lee R	Salem	"	18
Taylor, Charles W	Provo	Commercial	12
Taylor, Nettie	Salem	Normal	56
Taylor, Louie	Goshen	"	20
Terry, Joseph	Hebron	Missionary	10
Thatcher, Alma	Provo	Commercial	0
Thomas, Lula K	"	High School	10
Thomas, Rachel	Pocatello	Normal	10
Thompson, Ellis	Scipio	"	13
Thompson, Amanda	Lima, Mont	"	20
Thompson, Nancy E.	"	"	15
Thompson, Avis	Provo	Commercial	25
Thorne, D. W	Pl. Grove	Normal	51
Thurman, Lydia	Provo	"	11
Thurman, Leo F	"	"	0
Tiffany, Asa F	Lehi, Ariz	Missionary	8
Timothy, Pearl	Jensen	Normal	16
Tippetts, Joseph A	Tropic	Missionary	3
Tuttle, Bernice	Manti	Normal	19
Twelves, Florence	Provo	"	2
Udall Nellie	Eager, Ariz	"	14
Vance, Hyrum S	Fairview	"	77
Walker, Alex	Coalville	Commercial	10
Walker, William A.	Lewisville	Missionary	5
Walker, Ezra B	Lindon	Normal	0
Wall, Jesse	Wallsburg	"	5
Walter, Lydia	Pl. Grove	"	10
Walter, Louis	"	"	45
Walton, Dyke	Woodruff.	High School	8

Name.	Home Address.	Course.	Hours.
Walton, Lester H.	Woodruff	Missionary	0
Walton, Reuel	"	High School	0
Ward, Eleanor	Parowan	Normal	84
Warner, Wm. S.	Moab.	Commercial	0
Warnick, Wilford	Deseret	Normal	8
Warnick, Wilford, W.	Pl. Grove.	"	20
Warnick, Effie	"	"	20
Watson, Eliza	Springville	"	126
Watts, Charles W.	Kanosh	Commercial	0
Webb, Delbert	Monroe	High School	54
Webb, Emphraim	St. George.	"	8
Webb, Ethel	Los Angeles.	"	15
White, Hyrum	Beaver	Commercial	49
Whiting, Margaret M	Mapleton	Normal	0
Whiting, Ray.	"	"	0
Whiting, Edwin I.	"	"	0
Whiting, Annie M.	"	"	5
Whitmore, Louie.	Springville.	"	0
Whitmore, Roscoe.	Nephi	Commercial	0
Whitmore, F. P.	Springville.	Missionary	10
Whitmore, George W.	"	Normal	13
Whittaker, Archie C.	"	Commercial	50
Wilkins, Ada	Provo	"	10
Wilkins, Catherine	Sp. Fork	Normal	51
Wilkins, Oscar W.	Peoa	"	15
Williams, Rees	Kanarra	Missionary	0
Williams, Caleb T.	Emery	Normal	44
Wilson, Frank L.	Sanford, Col	"	28
Wimmer, Clara	Payson	"	10
Winn, Jesse	Lehi	"	8
Winters, Arthur P.	Pl. Grove	High School	0
Woffinder, Albert	Timpanogos.	Missionary	5
Wolsey, Alonzo	Kanosh	"	5
Wood, Sarah J	Bluff	Normal	3
Wood, David	Huntington.	Missionary	10
Wood, Amos	Sp. Fork	Normal	0
Woolley, Rachel	Kanab	"	14
Woolley, Dilworth	"	"	56
Workman, Abram	Hatch	Missionary	15
Wright, James L.	Charleston.	"	10

Name.	Home Address.	Course.	Hours.
Young, Beatrice	Provo	Normal	20
Young, Lucile	"	"	58
Young, Alice A	"	Commercial	45
Young, Rose	"	"	10
Zwahlen, Joseph	Farron	Missionary	0

Catalogue of Beaver Branch

* * * OF * * *

THE BRIGHAM YOUNG ACADEMY,

FORT CAMERON, BEAVER CO., UTAH.

FOURTH ACADEMIC YEAR.--1901--1902.

CALENDAR.

September 2, Monday, Entrance Examinations. All should be present.

September 3, Tuesday, instructions begin in all departments.

October 16, Wednesday, Founder's Day.

November 28, Thanksgiving Day.

December 20, Friday, Holiday vacation begins. First Semester closes.

January 6, Monday, Holiday vacation ends. Second Semester begins.

February 17, Fund Day.

February 22, Washington's Birthday.

May 22, Thursday, Commencement Exercises.

AUTHORITIES OF THE BEAVER BRANCH.

EXECUTIVE COMMITTE:

CHARLES D. WHITE, JOHN R. MURDOCK,
M. L. SHEPHERD.

THE FACULTY.

BENJAMIN CLUFF, JR., M. S., D. Sc. D., President. *In Charge of Exploring Expedition to Mexico, Central America, and South America.*

GEORGE HENRY BRIMHALL, B. Pd., D. Sc. D., Acting-President. *Special Lecturer in Pedagogics.*

JOSEPH L. HORNE, B. S., D. B., Principal. *Mathematics, Theology and Science.*

REINHARD MAESER, B. Pd., D. B. *High School. English and Theory of Teaching.*

NATHANIEL H. TANNER. *Assistant in High School.*

HARRIET CLUFF. *Matron and Instructor in Domestic Arts.*

HETTIE WHITE. *Preparatory Department B.*

ALFRED M. DURHAM. *Instructor in Instrumental and Vocal Music*

Mechanical Department.

SPECIAL LECTURERS.

GEORGE REYNOLDS. *Book of Mormon.*

DAVID McKENZIE. *Bible.*

DR. G. H. BRIMHALL. *Theory of Teaching.*

LOCATION.

Old Fort Cameron is situated at the mouth of Beaver Canyon in the path of the mountain breezes, thus insuring good water and pure air—two elements necessary to a healthy school—and making it one of the most suitable locations for an educational institution in Utah, or indeed in the West.

The Fort consists of twenty-one large stone buildings, besides barns, workshops, etc., all sbustantially built. In the center is a drill ground of ten acres, now a campus, surrounding which are streets, lined on both sides with shade trees. The houses face the street and thus face the square or campus. On the south of the Fort, situated on the banks of the stream, is a large grove, and surrounding this and the Fort are about 240 acres of excellent farm and pasture land, which in time will be used for an agricultural department. This property, valued at twenty-five or thirty thousand dollars, came into the possession of the Brigham Young Academy mainly through the gift of John R. Murdock and P. T. Farnsworth. A system of three reservoir sites of sufficient capacity to irrigate all the lands, and valued at three thousand dollars, was donated by A. Kent Farnsworth.

The people of Beaver County re-shingled and fitted up for school purposes all the the buildings, and pledged themselves to donate twelve hundred dollars a year during ten years for school maintenance, while the Stake Academy board donated the Academy building upon which will be realized at least five thousand dollars. These with the appropriations made by the Academy at Provo, the tuition, and the amount received from rent of houses and rooms to students, makes an income sufficient for the establishment of a first-class High School.

DEPARTMENTS.

The school is organized with the following departments:

I. A Preparatory or Sub-Freshman Department. Consisting of one year's work arranged especially for students who have been deprived of the work done in district schools. It corresponds with the eighth grade. In it are taught Reading, Penmanship, Geography, U. S. History, Grammar and Composition, Science, Orthography, and Music. This prepares students for the High School department.

2. A High School and Normal Department. This department offers two regular courses: (a) A normal course for those who wish to become teachers. This course covers three years' work and prepares the students for the College department at Provo, where a year's course in training fits them for primary schools. (b) A High School course preparatory to college work. This department covers three years' work, and will correspond as nearly as possible with the first three years offered in the High School department at Provo.

3. A Department of Mechanic Arts. This department aims to initiate the student into the use of tools, and to lay the foundation for the learning of trades. Hours of work and credit are arranged with the instructor.

4. A Music Department. Giving instructions in vocal and instrumental music. This department owns a piano and two organs, and is located for the present in the Farnsworth building. Concert hall is especially arranged for concerts and exhibitions from the Music and Literary departments.

5. A Department of Physical Culture and General Athletics. A large room 10x30 feet is set apart for Physical Culture and general athletics. The aim in this department is not to make professional athletes, but to develop the physical as a means of developing the mental part.

6. A Department of Domestic Arts. This department offers instructions in house-keeping and cooking. Class meets twice a week. Hours and credits arranged with the instructor.

7. Special Lecture Course. Elder George Reynolds will lecture on the Divine Authenticity of the Book of Mormon, and Elder David McKenzie on the Divine Authenticity of the Bible. Dr. G. H. Brimhall will lecture on Pedagogics.

NORMAL COURSE.

First Year.

I. SEMESTER.		II. SEMESTER.	
Theology a (Church History)	3	Theology b (Book of Mormon)	3
Mathematics a (Arith.)	5	Mathematics b (Algebra)	5
Natural Science a (Physical Geography)	5	Natural Science f (Physiology)	5
English a	5	English b	5
Drawing a, or English e, or Music a, or b, or c, or Engineering a	2	Drawing b, or English f, or Music b, or h, or j, or Engineering b	2

Second Year.

I. SEMESTER.		II. SEMESTER.	
Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Mathematics c (Algebra)	5	Mathematics e (Geometry)	3
English c (Rhetoric)	5	English d (Rhetoric)	5
Natural Science c (Zool'y)	5	Natural Science b (Botany)	5
English e, or Music c, or Drawing a, or Engineering a	2	English f, or Music d, or Drawing b, or Engineering b	2

Third Year.

I. SEMESTER.		II. SEMESTER.	
Theology e (Tne Pentateuch)	3	Theology f (The Prophets)	3
Physical Science a or Physical Science e	4	Natural Science d or Physical Science b	4
English g (Literature)	3	English h (Literature)	3
Pedagogics e (Psychology)	3	Pedagogics f (Psychology)	3
Pedagogics a (Theory of Teaching)	2	Pedagogics b (Theory of Teaching)	2
History a (Colonial)	3	History b (U. S. History)	3
History f (Civil Government)	2	History g (Civil Government)	2

FEES AND EXPENSES.

Text-Books. The school conducts its own book store, and books are sold to students at a slight margin above cost.

Rooms. As the school owns its own buildings it is enabled to rent rooms at the very low figure of 75 cents up to $2.00 per month. Houses of six rooms rent for $6.00 per month.

Board will cost from $2.00 to $2.50 per week. Where students board themselves the cost is reduced.

N. B. Students should provide themselves with the necessary furnishings for their rooms.

Tuition. In the Normal department students may obtain a life certificate for $15.00 and pay a yearly expense of $5.00 and a library fee of $1.00, making the first year's expense $21.00 and subsequent years $6.00 per year: or he may pay a yearly fee of $11.00 per year, and a library fee of $1.00 per year without the membership certificate. Tuition per week, High School $1.25, Preparatory $1.00.

A membership certificate issued by the Beaver Branch is good in the Academy at Provo, and so also one issued in Provo is good in Beaver.

In the Sub-Freshman department a fee of $10.00 per year, with a library fee of $1.00, will be charged.

Graduation Fees. For High School Diploma, $5.00: for Special Certificate on one subject, $1.00. A laboratory fee of $2.00 is charged all who take Chemistry. All fees and expenses are payable in advance. A credit of 105 hours is necessary to graduate.

Dormitories. The school is well supplied with houses containing large, well-ventilated rooms. Students and others who rent rooms are required to keep houses and surroundings in a clean and sanitary condition.

Wood for fuel can be purchased at from $1.75 to $2.50 per cord, or students having teams can easily haul their winter's supply from the canyon and hills near by.

THE FARM.

The farm consists of about 200 acres of land, one hundred acres of which can be put into cultivation. A beginning has already been made by setting out over a thousand trees and shrubs. The water supply has been amply increased by means of reservoir interest.

DOMESTIC ORGANIZATION.

This department includes all students wherever they may board or lodge. Each boarding-house or dormitory is presided over by a President and two Counselors, who together with the regular teachers form the disciplinary faculty. Over each room is a senior or head. The whole department is presided over by a ward President and two Counselors. The teachers visit students in their boarding houses twice a week or oftener if necessary. A committee of three young men is appointed to attend to cases of sickness among the young men, and three young ladies, together with the matron, in cases of sickness among the young ladies.

As nearly as possible the following program is carried out: Students arise in the morning at 6 o'clock; after breakfast study until 8:30; from 8:30 a. m. until 4 p. m. study and recitation, with lunch at proper hour; from 4 p. m. until 7 p. m. physical exercises; supper at proper hour; 7 p. m. bell rings when all are required to be in their rooms studying until 10 o'clock, or not later than 11 o'clock. On Friday evening and Sunday evening the hour of 7 p. m. is extended to 10 p. m. The school is a part of the Beaver Ecclesiastical Ward, and students who are members of the Church are requested to bring their Bishop's certificate and join the Ward as regular members.

RULES AND REGULATIONS.

1. Rent of rooms must be paid in advance at the Principal's office on the first of every month, or if the first comes on Sunday, rent must be paid on the Saturday preceding.

2. Those who rent rooms will be held responsible for any breakage or damage done from whatever source during the

term of their occupancy. They wi also be required to keep their rooms and the premises in ean and sanitary condition.

3. A deposit of $1.00 will be required of each student renting rooms, which will be returned when the room is turned over to the inspector of buildings in a proper condition.

4. All persons who come on the school grounds are expected to conduct themselves in a lady-like or gentlemanly manner.

5. Profanity and obscenity in every form are strictly forbidden.

6. The students are not allowed to use strong drink or tobacco.

7. All rules and regulations of the Academy at Provo applicable here are in force.

Address all communications to

JOS. L. HORNE,
Principal.